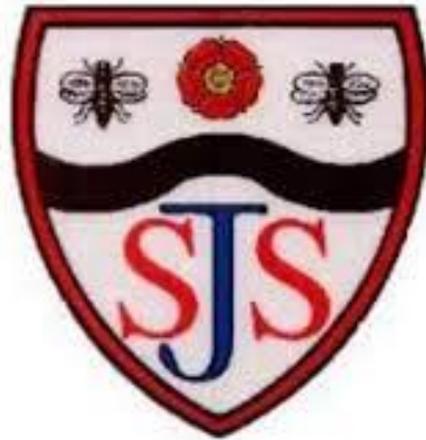


Shadsworth Junior School

Progression of Skills



Physical Education

Our PE Vision

Our school aims to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes.

We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.

We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being.

Shadsworth Junior School	Progression Map of Key Skills								
	KS1 National Curriculum			KS2 National Curriculum					
Subject Content	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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 their own success. 					
	Gymnastic Movements	Basic Movement and Team Games	Dance	Athletics	Gymnastics	Play Competitive Games	Dance	Outdoor And Adventurous Activity	Evaluate
	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.	Participate in team games, developing simple tactics for attacking and defending.	Perform dances using simple movement patterns.	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Develop flexibility, strength, technique, control and balance.	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	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.
	All schools must provide swimming instruction either in key stage 1 or key stage 2.								
Swimming and Water Safety	Pupils should be taught to: <ul style="list-style-type: none"> 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]. <ul style="list-style-type: none"> Perform safe self-rescue in different water-based situations. 								

Invasion Games Progression of Skills Autumn 1

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> • Dribble the ball with one hand with some control in game situations. • Dribble a ball with feet with some control in modified game situations. • Use a variety of throwing techniques in game situations. • Kick towards a partner in game situations. • Catch a ball passed to them using one and two hands with some success. • Catch a ball passed to them using one and two hands with some success. • Receive a ball sent to them using different parts of the foot. • Strike a ball with varying techniques. • Change direction with increasing speed in modified game situations. • Use space with some success in game situations. • Use simple tactics individually and within a team. 	<ul style="list-style-type: none"> • Link dribbling the ball with other actions with increasing control. • Change direction when dribbling with feet with some control in modified game situations. • Use a variety of throwing techniques with increasing success in game situations. • Kick with increasing success in game situations. • Catch a ball passed to them using one and two hands with increasing success. • Receive a ball using different parts of the foot under pressure. • Strike a ball using varying techniques with increasing accuracy. • Change direction to lose an opponent with some success. • Create and use space with some success in game situations. • Use simple tactics to help their team score or gain possession. • Begin to think about how they can improve their performance. 	<ul style="list-style-type: none"> • Use dribbling to change the direction of play with some control under pressure. • Dribble with feet with some control under increasing pressure. • Use a variety of throwing techniques with some control under increasing pressure. • Use a variety of kicking techniques with some control under increasing pressure. • Catch and intercept a ball using one and two hands with some success in game situations. • Receive a ball under pressure with increasing control. • Strike a ball using a wider range of skills. Apply these with some success under pressure. • Use a variety of techniques to change direction to lose an opponent. • Create and use space for self and others with some success. • Understand the need for tactics and can identify when to use them in different situations. • Comment on tactics and techniques to help improve performance. 	<ul style="list-style-type: none"> • Use dribbling to change the direction of play with control under pressure. • Use a variety of dribbling techniques to maintain possession under pressure. • Use a variety of throwing techniques including fake passes to outwit an opponent. • Select and apply the appropriate kicking technique with control. • Catch and intercept a ball using one and two hands with increasing success in game situations. • Receive a ball with consideration to the next move. • Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. • Confidently change direction to successfully outwit an opponent. • Effectively create and use space for self and others to outwit an opponent. • Work collaboratively to create tactics within their team and evaluate the effectiveness of these. • Apply the basic rules in games and will be able to take responsibility for officiating and managing our own games. • Make suggestions on how to improve their work. 	<p>Pupils should: Be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Gymnastics- Progression of Skills Autumn 2

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> • Develop and perform actions. • Practice and concentrate on quality of movement. • Link different balances moving in and out of positions of stillness. • Transfer weight smoothly from one part of body to another. • Use actions on floor and over, through, across and along apparatus. • Vary and apply actions on floor and apparatus with a partner. • Choose combinations that work in their sequences. • Using floor and apparatus, create and perform a sequence of contrasting actions. (small/tall, narrow/wide) <ul style="list-style-type: none"> • Suggest ways to improve performances. 	<ul style="list-style-type: none"> • Devise, perform and repeat sequences that include travel, body shapes and balances. • Help them change sequences. Include changes of dynamics. (pathways) • Work with a partner. Adapt their sequences to include apparatus, partner or small group. • Compare and contrast similar performances. Suggest ways to improve the quality of sequence. • Create and perform a simple sequence on floor and using mats of up to four elements (eg balance roll, jump, and body shape). • Clear starting place and move smoothly between shapes and actions. 	<ul style="list-style-type: none"> • Explore range of symmetric and asymmetric actions, shapes and balances. • Control actions and combine them fluently. • Be aware of extension, body tension and control. • Move from floor to apparatus, change levels and move safely. • Combine movements with other in a group (matching and mirroring). • Watch a performance and evaluate its success. • Identify what was performed well and what needs improving. • Working with a partner or small group using floor and mats create and perform a gymnastic sequence of at least 8 elements. Include change of direction and level and matching and mirroring shapes and balances 	<ul style="list-style-type: none"> • Make up a sequence and adapt it to different apparatus layouts. • Use combinations of dynamics (pathways) to use space effectively. • Plan a sequence and adapt it to limited equipment. • Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. • Use contrasts and variation in shape, speed, level, timing and actions. • Know how gymnastics promotes strength, power and suppleness. • Understand the importance of warming up. • Create and perform floor and apparatus for an audience that will include at least 8-10 elements. Include twisting and turning, flight, changes of direction and speed and contrasting shapes and balances. 	<p>Pupils should: Be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>

Athletics Progression of Skills Spring 1				
Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> • Can jump from standing position and begin to perform a hop, step and jump (standing triple jump) • Choose and understand appropriate running techniques. • Develop running for distance. • Develop relay change over techniques • Run and take off over obstacles at some speed. • Perform a variety of throws using a selection of equipment. • Can use equipment safely and with good control. • Compete in a mini competition, recording scores. 	<ul style="list-style-type: none"> • Perform a hop, step and jump (standing triple jump) • Choose and understand appropriate running techniques and use with confidence. • Develop running for distance increasing each lesson. • Pass a relay baton with control with a partner in adapted games • Run and jump over hurdles with some speed and control. • Perform a variety of throws using a selection of equipment with height and accuracy. • Begin to demonstrate accuracy and confidence in catching activities. • Can use equipment safely and with good control. 	<ul style="list-style-type: none"> • Perform a variety of jumps (Long jump and triple jump) and measure for distance. • React quickly and accelerate over short distances. • Develop pace when running longer distance. • Pass a relay baton with control and timing in a pairs change over. • Perform a variety of throws using correct stance rotating hips forward with good height and distance. • Demonstrate accuracy and confidence in catching activities. • Can use equipment safely and with good control. • Begin to record peers performances, and evaluate these. 	<ul style="list-style-type: none"> • Perform a jump for distance varying techniques to improve performance. • Accelerate quickly with speed and control in movement – timed/competitive races. • Develop long distance running- learning to pace and show good technique • Pass a relay baton in competitive situations (timed) • Perform a variety of throws safely with accuracy and power. • In a competitive game and begin to hit/place a ball into a space. • Can use equipment safely and with good control. • Record peers performances, and evaluate these. 	<p>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.</p> <p>They should enjoy communicating, collaborating and competing with each other and evaluate their own success.</p> <p>Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p>

Net and Wall Game Progression of Skills Spring 2

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> Stand in a ready position holding racquet correctly Move to catch a ball. Throw and catch a ball to a partner. Control a ball on racket when moving. Hit ball across the floor with successfully. Hit a ball into a target (with one bounce) Tap the ball back and forth to partner. Begin to attempt to serve the tennis ball straight from hands. Play modified game and score points. Begin to recognise how they can improve their score. 	<ul style="list-style-type: none"> Move with balance and control to catch a ball Hit/bounce ball on racket when moving Hit ball in forehand position with drop feed Hit a ball in backhand position with a drop feed Begin to move from a ready position into a forehand position/backhand position quickly. Hit a ball into a target from a variety of distances with bounce/no bounce. Know to use two hands for an effective backhand Begin to tap a ball over a net allowing for a bounce, hit technique Serve the ball straight from hands to racquet making sure it lands 'in' on the other side. Play modified games and score points. Discuss and recognise how to improve their score. 	<ul style="list-style-type: none"> Move to hit a ball with some control Hit/ bounce a ball with control when moving Moving into position to hit a ball with forehand in skills practice and game Moving into position to hit a ball with backhand in skill practice and game Set racquet back in its ready position quickly upon recovery Serve diagonally with underarm/overarm throwing into target/game. Begin to use with racket to serve into a target. Know to aim for space to score. Play simple games to score points. Evaluate performance and suggest ways to improve. 	<ul style="list-style-type: none"> Move in a variety of directions when hitting a ball. Hit/bounce ball to a partner with control. Move to hit a ball in game in forehand position Move into position to hit a ball with backhand in a game. Begin to choose which shot it best in a game. Serve diagonally under/overarm in a mini game. Serve the ball accurately making team mates have to move to send it back. Continue to evaluate performance and suggest ways to improve. How to use the correct scoring system during a mini game. How to organise, umpire and manage games. 	<p>Pupils should: Be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Dance Progression of Skills Summer 1

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> • Copy remember and perform a dance phrase. • Create short dance phrases that communicate an idea. • Use pathways, levels, shapes, directions, speeds, and timing. • Use canon, unison, and formation to represent an idea. • Show a character through actions, dynamics, and expression. • Use counts to keep in time with a partner and group. 	<ul style="list-style-type: none"> • Copy, remember and adapt set choreography. • Choreograph considering structure individually, with a partner and in a group. • Use action and reaction to represent an idea. • Match dynamic and expressive qualities to a range of ideas. • Use counts when choreographing short phrases. 	<ul style="list-style-type: none"> • Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. • Choreograph phrases individually and with others considering actions, dynamics, space, and relationships in response to a stimulus. • Change dynamics to express changes in character or narrative. • Use counts accurately when choreographing to perform in time with others and the music. 	<ul style="list-style-type: none"> • Perform dances confidently and fluently with accuracy and good timing. • Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship, and dynamics in relation to a theme. • Confidently perform choosing appropriate dynamics to represent an idea. • Use counts when choreographing and performing to improve the quality of work. 	<p>Children should: Be taught to create dances using a range of movement patterns.</p> <p>Through dance, develop flexibility, strength, technique, control, and balance.</p>

Striking and Fielding Progression of Skills Summer 2				
Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> • Begin to strike ball from a drop feed and/or moving ball. • Begin to throw it more accurately when bowling and/or fielding. • Intercept and stop the ball with some consistency, and sometimes catch the ball • Choose and use batting or throwing skills to make the game hard for the opposition. • Develop the range and consistency of their skills in striking and fielding games. • To choose and use a range of simple tactics and strategies. • Play a modified game using fielding and batting skills. • Help them to recognise what is successful, then learn to give feedback. 	<ul style="list-style-type: none"> • Strike ball from a drop feed and/or moving ball. • Throw a ball more accurately when bowling and/or fielding. • Intercept and stop the ball with consistency, and catch the ball in modified games. • Choose and use batting or throwing skills to make the game hard for the opposition. • Continue to develop the range and consistency of their skills in striking and fielding games. • To choose and use a range of simple tactics and strategies in isolation and in a game. • Play a modified game using fielding and batting skills. • Recognise what is successful, then learn to give feedback. • Play a game communicating as a team 	<ul style="list-style-type: none"> • Children begin to vary how they bowl. • Hit a moving ball with some control and some distance. • To begin to direct the ball away from fielders. • Throw overarm with some accuracy and for a good distance. • Begin to use fielding techniques with throwing and stopping the ball effectively. • To develop the range and consistency of their skills especially in specific striking and fielding games. • To use and adapt rules and strategies. • Listen to others giving and taking feedback, working as a team. • To evaluate strength and weakness in their own and other performance, begin to suggest improvements. • Begin to communicate and collaborate as team to beat an opponent. 	<ul style="list-style-type: none"> • Children vary how they bowl. • Hit a moving ball with control and distance. • In a competitive game tactically hit/place a ball into a space away from fielders. • Throw overarm with accuracy and for a good distance. • To use fielding techniques with throwing and stopping the ball effectively. • To continue to develop the range and consistency of their skills especially in specific striking and fielding games. • To use and adapt rules and strategies when playing small sided games. Umpire and score in a game. • Listen to others giving and taking feedback, working as a team discussing tactics. • To evaluate strength and weakness in their own and other performance and suggest improvements. • Communicate and collaborate as team to beat an opponent. 	<p>Pupils should: Be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

OAA Progression of Skills

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<ul style="list-style-type: none"> • Follow instructions accurately. • Work with a partner or small group. • Try different ideas to solve a task. • Orientate and follow a diagram/map. • Reflect on when and why challenges are solved successfully and use others' success to help them to improve. 	<ul style="list-style-type: none"> • Follow instructions from a peer and give simple instructions. • Work cooperatively with a partner and a small group, listening to and accepting other's ideas. • Plan and attempt to apply strategies to solve a problem. • Identify key symbols on a map and use a key to help navigate around a grid. • Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. 	<ul style="list-style-type: none"> • Accurately follow instructions given by a peer and give clear and usable instructions to a peer. • Work collaboratively with a partner and a small group, listening to and accepting other's ideas. • Plan and apply strategies to solve a problem. • Orientate a map confidently using it to navigate around a course. • Explain why a particular strategy worked and alter methods to improve. 	<ul style="list-style-type: none"> • Use clear communication when working in a group, taking on different roles. • Confidently communicate ideas and listen to others before deciding on the best approach. • Begin to lead others, providing clear instructions. • Plan and apply strategies with others to more complex challenges. • Confidently and efficiently orientate a map, identifying key features to navigate around a course. • Accurately reflect on when challenges are solved successfully and suggest well thought out improvements. 	<p>Pupils should:</p> <p>Engage in co-operative physical activities. Enjoy communicating and collaborating and competing with each other</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>

Evaluation			
Year 3	Year 4	Year 5 and 6	End of KS expectations
<ul style="list-style-type: none"> • Can comment on own and others performance. • Can give comments on how to improve performance. • Use appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> • Watch and describe performances accurately. • Begin to think about how they can improve their own work. • Work with a partner or small group to improve their skills. • Begin to make suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> • Watch and describe performances accurately. • Learn from others how they can improve their skills. • Comment on tactics and techniques to help improve performance. • Make suggestions on how to improve their work, commenting and similarities and differences. 	<p>Pupils should:</p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>