



Great Wheltenham Primary School

Skills and Knowledge Progression

Subject area: Physical Education

Age 3 to 4

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Reception

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

ELG

ELG: Physical Development Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Great Whelnetham Primary School
Progression of Skills and Knowledge
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Skills and Knowledge	Year 1	Year 2 & Year 3	Year 4 & Year 5	Year 6
Fundamental Skills	<p>Attempt to run at different speeds showing an awareness of technique. Explore changing direction and dodging.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p> <p>Balance – move with some control and balance. Explore stability and landing safely.</p> <p>Jumping – demonstrate</p>	<p>Show balance and co-ordination when running at different speeds. Clearly show different speeds when running.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p> <p>Balance – demonstrate balance when performing movements.</p> <p>Jumping – demonstrate jumping for distance, height and in different directions.</p>		

	<p>control in taking off and landing when jumping.</p> <p>Hopping – begin to explore hopping in different directions.</p> <p>Skipping – show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<p>Hopping – demonstrate hopping for distance, height and in different directions.</p> <p>Skipping – explore single and double bounce when jumping in a rope.</p>		
<p>Games and Ball Skills</p>	<p>Use all elements when assessing progress in the units for games and ball skills.</p> <p>Ball Skills: Sending – roll and throw with some accuracy towards a target.</p> <p>Dribbling – begin to dribble with hands and feet.</p> <p>Games: Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a</p>	<p>Use all elements when assessing progress in the units for ball skills.</p> <p>Ball Skills: Sending – roll, throw and kick a ball to hit a target.</p> <p>Tracking – consistently track a ball being sent directly.</p> <p>Games: Dribble a ball with hands on the move.</p> <p>Dribble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object when passed to them, with and with a bounce.</p>		

	<p>medium-sized ball. Attempt to track balls and other equipment sent to them.</p> <p>Run, stop and change direction with some control and balance.</p> <p>Recognise space in relation to others.</p> <p>Begin to use simple tactics.</p>	<p>Move to track a ball and stop it using feet with success.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>		
<p>Invasion & Games (Including Football, Rugby, Netball & Hockey)</p>	<p>Explore sending and receiving with hands and feet to a partner.</p> <p>Explore dribbling with hands and feet.</p> <p>Attacking - Explore changing direction to move away from a partner.</p> <p>Defending - Explore tracking and move to stay with a partner.</p> <p>Space - Recognise good space when playing games.</p>	<p>Develop sending and receiving skills with increased control and abiding by the rules of the game.</p> <p>Explore dribbling with hands and feet with increasing control on the move, abiding by rules of the game and under some pressure.</p> <p>Attacking – Developing moving into space away from defenders. Explore shooting actions in a range of invasion games.</p> <p>Defending – Stay close to other players to try and stop them getting the ball and track opponents to limit their scoring opportunities.</p> <p>Space – Develop moving with a ball towards goal with some control. Use space with some success in game situations.</p> <p>Change direction with increasing speed in game situations.</p>	<p>Develop passing to a teammate using a variety of techniques appropriate to the game and control when under pressure.</p> <p>Select and apply a variety of dribbling techniques to game situations and control when under pressure.</p> <p>Attacking – Develop decision making around when to pass and when to shoot. Explore creating tactics with others and applying them to game situations.</p> <p>Defending – Develop defending one on one and know when to win the ball. Develop tracking and marking with a variety of techniques and increased success.</p> <p>Space – Move into space to help their team keep possession and score goals. Move to create space for themselves and others in their team.</p> <p>Dribble with feet with some control under increasing pressure.</p>	<p>Develop making quick decisions about when, how and who to pass to.</p> <p>Move with the ball using a range of techniques with increasing control under pressure.</p> <p>Attacking - Explore creating attacking tactics with others in response to the game.</p> <p>Defending - Explore creating and applying defending tactics with others in response to the game.</p> <p>Space – Move to the correct space when transitioning from attack to defence. Effectively create space and use space to outwit an opponent.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p>

		<p>Use simple tactics individually and within a team.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure in game situations.</p> <p>Use a variety of kicking techniques with some control under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations.</p> <p>Receive a ball using different parts of the foot under pressure with increasing control.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Receive a ball with consideration to the next move.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
Net and Wall (Tennis)				
Track & Field	<p>Explore running at different speeds.</p> <p>Develop balance whilst jumping and landing.</p> <p>Explore hopping, jumping and leaping for distance.</p> <p>Explore throwing for distance and accuracy.</p>	<p>Develop the sprinting action and technique and apply it to relay events.</p> <p>Develop jumping, hopping and skipping actions.</p> <p>Explore safely jumping for distance and height. Develop technique when jumping for distance in a range of approaches and take off positions.</p>	<p>Effectively apply speed appropriate for the event - speed and pace in relation to distance and power and speed in the sprinting technique.</p> <p>Develop technique, power and control when jumping for distance and explore the technique and rhythm used in the triple jump.</p> <p>Explore power and technique when throwing for distance in a pull and</p>	<p>Demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Develop power, control and technique in the triple jump.</p> <p>Develop power, control and technique when throwing discus and shot out.</p>

		Develop overarm throwing for distance and explore the technique for a pull throw.	heave throw and power in shot put and javelin.	
Striking & Fielding	<p>Strike a stationary ball using a racket.</p> <p>Explore striking a ball with their hand and other equipment.</p> <p>Develop tracking and retrieving a ball for their team.</p> <p>Explore technique when throwing over and underarm.</p> <p>Develop coordination and technique when catching.</p>	<p>Strike a ball using a racket.</p> <p>Develop striking a ball with their hand and equipment with some consistency.</p> <p>Understand that there are different roles within a fielding team.</p> <p>Develop coordination and technique when throwing over and underarm.</p> <p>Catch with two hands with some coordination and technique.</p>	<p>Strike a ball using a wider range of skills and increasing accuracy. Apply these with some success under pressure.</p> <p>Develop batting technique consistent with the rule of the game including directional batting.</p> <p>Develop bowling with some consistency abiding by the rules of the game.</p> <p>Demonstrate clear technique when using a variety of throws under pressure.</p> <p>Beginning to catch with one and two hands with some consistency in game situations.</p>	<p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Strike a bowled ball with increasing accuracy and consistency.</p> <p>Consistently select and apply the appropriate fielding action for the situation.</p> <p>Consistently make good decisions on who and when to pass to in order to get batters out.</p> <p>Consistently demonstrate good technique in catching skills under pressure.</p>
Dance	<p>Copy remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p>	<p>Copy, remember and repeat a dance phrase.</p> <p>Select from a wide range of actions in relation to a stimulus.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph individually and with others considering actions, dynamics, space and relationships.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>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.</p> <p>Improvise and combine dynamics demonstrating an awareness of the</p>

	<p>Begin to use counts.</p>	<p>Use canon, unison and formation to represent an idea.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show character through actions, dynamics and expression.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner or group.</p>	<p>Use counts accurately when choreographing to perform in time with other and the music.</p>	<p>impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>
Gymnastics	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge and flexibility.</p> <p>Remember, repeat and link simple actions together.</p> <p>Use basic and still shapes straight, tuck, straddle and pike.</p> <p>Use barrel, straight and forward roll.</p> <p>Use shape jumps including jumping off low apparatus.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different parts for longer periods of time with and without apparatus.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off the apparatus.</p> <p>Explore matching and contrasting shapes.</p> <p>Explore point and patch balances and transition smoothly into and out of them.</p> <p>Develop the straight, barrel and forward roll.</p>	<p>Show control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and when taking own and others weight.</p> <p>Use flexibility to improve the quality of actions they perform as well as the actions they use to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p> <p>Perform shapes consistently and fluently to a high standard, sometimes linked with other gymnastic actions.</p> <p>Develop strength in bridge and shoulder stand. Explore progressions of a cartwheel.</p> <p>Explore symmetrical and asymmetrical balances.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p> <p>Combine and perform gymnastic shapes fluently and effectively.</p> <p>Develop control in progressions of a cartwheel and headstand.</p> <p>Explore counter balances and counter tension balances.</p>

		Develop stepping into shapes jumps with control.	<p>Develop control and fluency in the straight, barrel, forward, straddle and backward roll.</p> <p>Select a range of jumps to include sequence work.</p>	<p>Develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Combine and perform a range of gymnastic jumps fluently and effectively.</p>
Outdoor Adventurous Activity			<p>Children in years four and five complete a two-night residential trip. They take part in a range of outdoor and adventurous challenges both individually and within a group. These include taking part in zip wire, rock climbing, orienteering, mountain biking, survival and team building tasks, archery, abseiling and trekking.</p>	<p>Children in year six complete a residential trip. They take part in a range of outdoor and adventurous challenges both individually and within a group. These include taking part in zip wire, rock climbing, orienteering, mountain biking, survival and team building tasks, archery, abseiling and trekking.</p>

Great Whelnetham Primary School

Progression of Skills and Knowledge

Subject area: Swimming

Skills and Knowledge	First Proficiency Red	Second Proficiency Orange	Third Proficiency Yellow	Fourth Proficiency Green	Fifth Proficiency Blue
Swimming & Water safety	<p>Enter and exit the pool in a safe, confident manner.</p> <p>Walk round the pool holding the rail/side of pool if required (shoulders under)</p> <p>Show an ability to hop, run and jump around the pool area with confidence.</p> <p>Push a float or similar object across the width.</p> <p>Blow bubbles into the water.</p> <p>Splash face with water.</p> <p>On front holding rail or side of pool show a continuous kicking action.</p> <p>Know and understand the pool safety rules</p>	<p>Enter the pool safely using a swivel entry if poolside allows.</p> <p>Blow bubbles with face in the water a minimum of 3 times.</p> <p>Travel across the pool changing direction in a confident manner.</p> <p>Swim one width on front/back with/without aids(5m minimum).</p> <p>Float on the front and back for 3 seconds return to a standing/upright position.</p> <p>From poolside stretch and glide on front, with face in the water and, return to a standing/upright position.</p> <p>Walking, blow an egg flip across the pool width (minimum 5m).</p> <p>Climb out of the pool unaided</p>	<p>Jump into the pool (if poolside allows – woggle can be used) min depth 0.9m or show an unaided safe entry.</p> <p>Swim a minimum of 5m on front using arms and legs.</p> <p>Swim a minimum of 5m on back using arms and legs.</p> <p>Push & Glide on the front, face in the water arms streamlined.</p> <p>Push & Glide on the back, arms streamlined.</p> <p>Demonstrate a mushroom float whilst holding breath.</p> <p>Pick up an object from the pool floor min depth 0.75m submerging the body.</p> <p>Swim 10m Frontcrawl leg kick, using a float, demonstrating aquatic breathing.</p> <p>Know the RNLI SAFETY MESSAGE</p>	<p>Swim 10m on front using arms & legs.</p> <p>Swim 10m on back using arms & legs.</p> <p>Swim 10m Breaststroke kick with/without floats.</p> <p>Swim 5m Dolphin leg kick (front or back).</p> <p>Attempt a handstand in shallow water.</p> <p>Turn from a front float position to a back float position without touching the pool bottom and float 30 secs.</p> <p>Swim through a hoop, placed under the Surface of the water.</p> <p>Tread water 20secs attracting help</p>	<p>Swim 15m Front Crawl.</p> <p>Swim 15m Back Crawl.</p> <p>Swim 10m Breaststroke.</p> <p>Swim 10m dolphin leg kick.</p> <p>Scull 10m head first or 10m feet first.</p> <p>Swim through a hoop placed at a depth of between 1m and 1.5m using a surface dive.</p> <p>Swim on front, complete a forward somersault and continue swimming to 15m.</p> <p>Swim 15m in shorts and t-shirt. Tread water for 30 seconds and make a safe exit.</p> <p>Answer 4 questions on water safety as it relates to swimming in school and public pools.</p>

Skills and Knowledge Continued	Gold Proficiency Personal Safety Certificate	Peach Proficiency Aquatic Skills Certificate	Purple Proficiency Advanced Stroke Certificate		
<p>Swimming & Water safety</p>	<p>In shorts and T-shirt: Enter the water in a safe manner using either a slide in or straddle entry.</p> <p>Tread water for two minutes waving occasionally as if to attract attention.</p> <p>Swim 50m competently and safely without touching the poolside or pool floor.</p> <p>Rest in the water for one minute: 30 seconds holding the HELP position, 30 seconds floating stationary sculling.</p> <p>Exit the pool safely.</p> <p>Answer four questions on water safety relating to open water.</p>	<p>In 1.5m of water surface dive through two hoops 3m apart.</p> <p>Scull 10m head first, adopt a back layout position for 10secs and return 10m feet first sculling.</p> <p>Perform a front and back somersault with a push and glide start.</p> <p>Using a buoyant object adopt the HELP position for 3 minutes. With two other swimmers participate in a HUDDLE for 3 minutes.</p> <p>Throw and catch a ball with a partner four out of six times, whilst treading water for 3 minutes.</p> <p>Demonstrate a reaching or throwing rescue to a conscious casualty in difficulties 2-5m away.</p> <p>Show good height when performing either a star, tuck or straight jump, where water depth allows.</p> <p>Perform a good sitting, kneeling or plunge dive where water depth and water clearance allows.</p> <p>Answer 4 questions on the appropriate use of the skills shown</p>	<p>Swim 1 length each of 2 of the 4 competitive strokes complying with ASA Law, including a correct start and finish.</p> <p>Demonstrate a good standard of the other two competitive strokes, showing a correct start and finish.</p> <p>Show 2 widths Front Crawl, Breast Stroke or Back Crawl showing a recognised turn.</p> <p>Swim 1 length Life Saving Back Stroke followed by 1 length Side Stroke.</p> <p>Swim an Individual Medley over 4 widths showing appropriate starts, turns and finishes.</p> <p>Answer 4 questions on the correct techniques of competitive swimming</p>		