



KS1



LKS2
MIDHURST C OF E
PRIMARY SCHOOL

UKS2



MPS PHYSICAL EDUCATION SKILLS PROGRESSION		KS1		LKS2		UKS2	
ASPECT	End of EYFS	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Team Games	<i>Negotiate space and obstacles safely.</i>	<i>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.</i>	<i>Pass a ball, bean bag or tag in a team game, working collaboratively.</i>	<i>Create their own games, adapting rules and displaying knowledge of warm up and cool downs.</i>	<i>Follow rules to play more challenging team games such as hockey, rounders and quik-cricket.</i>	<i>Explain, evaluate and develop ideas and plans for a game that includes a scoring system.</i>	<i>Use and adapt tactics, choosing the most effective one for different situations.</i>
Sending and striking	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Pat, throw, kick, stop and sometimes catch a ball.</i>	<i>Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket.</i>	<i>Keep control of ball-based equipment e.g. with a hockey stick, working effectively as part of a team.</i>	<i>Throw, catch, strike and field a ball with control and accuracy.</i>	<i>Use different techniques and skills to pass, dribble, travel and shoot in ball games.</i>	<i>Select and perform combinations of sending and striking skills with confidence, accuracy and consistency.</i>
Strategy	<i>Move energetically-running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Accurately shadow a partner's movements.</i>	<i>Use a range of simple tactics to begin to understand the role of attacking/defending.</i>	<i>Choose tactics/ a suitable strategy to cause problems for the opposition.</i>	<i>Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.</i>	<i>Mark an opposing player or players, preventing them for gaining possession. Look into interceptions.</i>	<i>Apply tactical knowledge effectively in attacking and defending situations.</i>
Dance		<i>Create simple movement patterns, showing awareness of rhythm.</i>	<i>Perform movements to express ideas, emotions or feeling and repeat dance routines.</i>	<i>Compare, develop and adapt movements and motifs to create movement patterns.</i>	<i>Improvise and move with precision, control and fluency in response to a range of stimuli.</i>	<i>Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.</i>	<i>Move in time to music, creating movements that express the meaning and mood of the piece.</i>
Athletics		<i>Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.</i>	<i>Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet.</i>	<i>Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups. Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.</i>	<i>Explain how power and stamina is developed and how this has a positive impact on performance. Demonstrate a range of throwing techniques and a range of jumps, including those with a run up.</i>	<i>Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.</i>	
Gymnastics		<i>Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words e.g. roll, travel and balance.</i>	<i>Balance and move over, under or through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move.</i>	<i>Vary height and speed in a sequence of gymnastic movements.</i>	<i>Combine movements, actions and balances, individually or collaboratively, to create a fluid routine.</i>	<i>Create and perform more complex sequences, including changes of direction, travelling, speed and height, showing good stability and core strength.</i>	<i>Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence.</i>
Outdoor/ adventurous		<i>Follow a simple route around the school grounds or a given outdoor space.</i>	<i>Move over, under and through spaces and obstacles outdoors.</i>	<i>Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.</i>	<i>Respond positively to increased challenges and other team members, showing ability to listen to feedback.</i>	<i>Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their own role.</i>	<i>Lead groups in problem solving, analysing their own effectiveness as a team leader.</i>
Performance		<i>Perform a simple movement or dance work, sometimes with a partner. Identify a simple goal for improvement.</i>	<i>Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings. Identify a simple goal in PE.</i>	<i>Create/perform a sequence of movements, showing good balance/ body tone. Recognise their strengths in PE, identifying areas for improvement.</i>	<i>Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. Use constructive feedback to make improvements to their performance.</i>	<i>Perform individually or with a partner/as a group with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences. Compare performances with previous ones.</i>	<i>Perform sequences, on multiple levels to an audience with control and grace, using available space expressively. Explain how they need to improve their own performance in order to achieve a personal best.</i>
Swimming							<i>By the end of Year 6 pupils should be able to: swim competently, confidently and proficiently over a distance of at least 25m, use a range of strokes effectively, perform safe self-rescue in different water-based situations.</i>