

Physical Education			School Skills Progression				National Curriculum 2014								
Year	Term	Unit	Acquiring and developing skills	Selecting and applying skills, tactics and compositional ideas	Evaluating and improving performance	Knowledge and understanding of fitness and health	use running, jumping, throwing and catching in isolation and in combination	play competitive games, modified where appropriate (for example, badminton, 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.	swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, perform safe self-rescue in different water-based situations	lead healthy, active lives.	
4	Autumn	Fitness	DANCE • explore and create characters and narratives in response to a range of stimuli GAMES • develop the range and consistency of their skills in all games GYMNASTICS • develop the range of actions, body shapes and balances they include in a performance • perform skills and actions more accurately and consistently OAA develop the range and consistency of their skills and work with others to solve challenges SWIMMING • consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills improve linking movements and actions	DANCE • use simple choreographic principles to create motifs and narrative • perform complex dance phrases and dances that communicate character and narrative GAMES • devise and use rules • keep, adapt and make rules for striking and fielding and net games • use and adapt tactics in different situations GYMNASTICS • create gymnastic sequences that meet a theme or set of conditions • use compositional devices when creating their sequences, such as changes in speed, level and direction OAA choose and apply strategies and skills to meet the requirements of a task or challenge SWIMMING choose and use a variety of strokes and skills, according to the task, and the challenge e.g. swimming without aids, distance and time challenges	DANCE • describe, interpret and evaluate their own and others' dances, taking account of character and narrative GAMES • explain their ideas and plans • recognise aspects of their work that need improving • suggest practices to improve their play GYMNASTICS • describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved OAA • describe and evaluate their own and others' performances, and identify areas that need improving	DANCE • know and describe what you need to do to warm up and cool down for dance GAMES • recognise which activities help their speed, strength and stamina and know when they are important in games • recognise how specific activities affect their bodies GYMNASTICS • describe how the body reacts during different types of activity and how this affects the way they perform OAA • recognise the effect of different activities on the body and to prepare for them physically work safely SWIMMING • know and describe the short-term effects of exercise on the body and how it reacts to different types of activity									
4	Autumn	Invasion Games													
4	Autumn	Tri-Golf													
4	Autumn	Multisports													
4	Autumn	Gym													
4	Spring 1	Dragon Dance													
4	Spring 1	Hockey													
4	Spring 1	Invasion Games													
4	Sp 2 Sum 1	Outdoor Adventure Activities													
4	Sp 2 Sum 1	Striking and Fielding													
4	Sp 2 Sum 1	Swimming													
4	Sp 2 Sum 1	Rounders and Stoolball													
4	Summer 2	Athletics													
4	Summer 2	Tennis													
5	Autumn	Fitness	DANCE • explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group GAMES • develop a broader range of techniques and skills for attacking and defending • develop consistency in their skills GYMNASTICS • perform actions, shapes and balances consistently and fluently in specific activities OAA develop and refine orienteering and problem-solving skills when working in groups and on their own SWIMMING • consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills improve linking movements and actions	DANCE • compose dances by using adapting and developing steps, formations and patterning from different dance styles • perform dances expressively, using a range of performance skills GAMES • know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations GYMNASTICS • choose and apply skills more consistently in all activities OAA • choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations SWIMMING • decide what approach to use to meet the challenge set adapt their skills and understanding as they move from familiar to unfamiliar environments	DANCE • describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context GAMES • choose and use information to evaluate their own and others' work • suggest improvements in own and others' performances GYMNASTICS • choose and use information and basic criteria to evaluate their own and others' work OAA • see the importance of a group or team plan, and the value of pooling ideas improve their performance by changing or adapting their approaches as needed SWIMMING describe and evaluate the quality of swimming and recognise what needs improving	DANCE • organise their own warm-up and cool-down activities to suit the dance • show an understanding of why it is important to warm up and cool down GAMES • know and understand the basic principles of warming up, and understand why it is important for a good-quality performance • understand why exercise is good for their fitness, health and wellbeing GYMNASTICS • know and understand the basic principles of warming up and why it is important for good quality performance • understand why physical activity is good for their health OAA understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing SWIMMING • know and describe the short-term effects of exercise on the body and how it reacts to different types of activity									
5	Autumn	Netball													
5	Autumn	Swimming													
5	Autumn	Tag Rugby													
5	Spring 1	Invasion Games													
5	Spring 1	Table Tennis													
5	Sp 2 Sum 1	Gymnastics													
5	Sp 2 Sum 1	Sportshall Activities													
5	Sp 2 Sum 1	Gymnastics													
5	Sp 2 Sum 1	First Aid													
5	Summer 2	Cricket													
5	Summer 2	Dance													
6	Autumn	Fitness	DANCE • explore, improvise and combine movement ideas fluently and effectively GAMES • choose, combine and perform skills more fluently and effectively in invasion, striking and net games GYMNASTICS • combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas OAA develop and refine orienteering and problem-solving skills when working in groups and on their own	DANCE • create and structure motifs, phrases, sections and whole dances • begin to use basic compositional principles when creating their dances GAMES • understand, choose and apply a range of tactics and strategies for defence and attack • use these tactics and strategies more consistently in similar games GYMNASTICS • develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles OAA • decide what approach to use to meet the challenge set adapt their skills and understanding as they move from familiar to unfamiliar environments	DANCE • understand how a dance is formed and performed • evaluate, refine and develop their own and others work GAMES • develop their ability to evaluate their own and others' work, and to suggest ways to improve it • know why warming up and cooling down are important GYMNASTICS • evaluate their own and others' work • suggest ways of making improvements OAA • see the importance of a group or team plan, and the value of pooling ideas improve their performance by changing or adapting their approaches as needed SWIMMING describe and evaluate the quality of swimming and recognise what needs improving	DANCE • understand why dance is good for their fitness, health and wellbeing • prepare effectively for dancing GAMES • understand why exercise is good for their fitness, health and wellbeing • understand the need to prepare properly for games GYMNASTICS • understand why warming-up and cooling-down are important • understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves • carry out warm ups safely and effectively OAA understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing									
6	Autumn	Basketball													
6	Autumn	Dance - graffiti													
6	Autumn	Hockey													
6	Autumn	Indoor Athletics													
6	Spring 1	Tag Rugby													
6	Sp 2 Sum 1	Outdoor Adventure Activities													
6	Sp 2 Sum 1	Health fitness													
6	Sp 2 Sum 1	Tri-Golf													
6	Summer 2	Athletics													
6	Summer 2	Cricket / Rounders													
6	Summer 2	Dance - WW2													