



Learning in P.E Skills Progression -Foundation (FY) to Year 6



	FY	Y1	Y2	Y3	Y4	Y5	Y6
Area of PE							
Gymnastics	<p>Unit Focus – To develop confidence in fundamental movements, to experience jumping, sliding, rolling, moving over, under and on apparatus, to develop coordination and gross motor skills.</p> <p>Unit Focus – Explore balance and managing own body including manipulating small objects, able to stretch, reach and extend in a variety of ways and positions, able to control body and perform specific movements on command.</p>	<p>Unit Focus – To use basic gymnastics actions and shapes, apply basic strength to gymnastic actions, begin to carry apparatus, recognise like actions and link them.</p> <p>Unit Focus 2 – Show a range or recognised point balances, explore twists, rocks and turns, perform with simple unison and canon techniques.</p>	<p>Unit Focus – Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels. Develop flexibility in a range of shapes and balances.</p> <p>Unit Focus 2- Develop body management through a range of floor exercises, use core strength to link recognised gymnastic elements e.g: back support, half twist, attempt to use rhythm while performing a sequence.</p>	<p>Unit Focus – Identify similarities and differences in sequences, develop body management over a range of floor exercises, attempt to bring explosive moves into floor work through jumps and leaps, show increasing flexibility in shapes and balances.</p>	<p>Unit Focus – To become increasingly competent and confident to perform skills more consistently, able to perform in time with a partner or group, use compositional ideas in sequences such as changes in height, speed and direction.</p>	<p>Unit Focus – Create longer and more complex sequences and adapt performances, take the lead in a group when preparing a sequence, develop symmetry individually, as a pair and in a small group, compare performances and judge strengths and areas for improvement, select a component for improvement e.g timing or flow.</p>	<p>Unit Focus – Lead a group warm-up showing understanding of the need for strength and flexibility, demonstrate accuracy, consistency and clarity of movement, work independently and in small groups to make up own sequences, arrange own apparatus to enhance work and vary compositional ideas, experience flight on and off high apparatus</p>

Dance	Unit Focus – Recognise that actions can be reproduced in time to music; beat patterns and different speeds, perform a wide variety of dance actions both similar and contrasting, copy, repeat and perform simple movement skills.	Unit Focus – Respond to a range of stimuli and types of music, explore space, direction, levels and speeds, experiment creating actions and performing movements with different body parts	Unit Focus – Perform using more sophisticated formations as well as individuals, explore relationships through different dance formations, explain the importance of emotion and feeling in dance, use the stimuli to copy, repeat and create dance actions and motifs.	Unit Focus – Practise different sections of a dance, aiming to put together a performance, perform using facial expressions, perform with a prop	Unit Focus – Work to include freeze frames in routines, practise and perform a variety of different formations in dance, develop a dance to perform as a group with a set start position.	Unit Focus – Perform different styles of dance fluently and clearly, refine and improve dances adapting them to include the use of space, rhythm and expression, worked collaboratively in groups to compose simple dances, recognise and comment on dances suggesting ideas for improvement.	Unit Focus – Work collaboratively to include more complex compositional ideas, develop motifs and incorporate into self-composed dances as individuals, pairs and groups, talk about different styles of dance with understanding, using appropriate language and terminology.
Striking and Fielding Games FY- Manipulation & Coordination	Unit Focus – Send and receive a variety of objects with different body parts, work with others to control objects in space, coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.	Unit Focus – Able to hit objects with hand or bat, track and retrieve a rolling ball, throw and catch a variety of balls and objects.	Unit Focus – To develop hitting skills with a variety of bats, practise feeding/bowling skills, hit and run to score points.	Unit Focus – To be able to play simple rounders games, to apply simple rules to games, to develop and use simple rounders skills.	Unit Focus – To develop the range of rounders skills that can apply in a competitive context, choose and use a range of simple tactics in isolation and in a game context, identify different positions in rounders and the roles of these positions.	Unit Focus – Link together a range of skills and use in combination, collaborate with a team to choose, use and adapt rules in a game, recognise how some aspects of fitness apply to cricket e.g: power, flexibility and cardiovascular endurance.	Unit Focus – Apply with consistent standard cricket rules in a variety of different styles of games, attempt a small range of recognised shots in isolation and in competitive scenarios, use a range of tactics for attacking and defending in the role of the batter, bowler and fielder.

						Unit Focus – To develop the range of cricket skills to apply in a competitive context, choose and use a range of simple tactics in isolation and in game context, consolidate existing skills and apply with consistency		
Send & Return Racquet Games	Unit Focus – Send and receive a variety of objects with different body parts, work with others to control objects in space, coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways.	Unit Focus – Able to send an object with increased confidence using hand or bat, move towards a moving ball to return, sending and returning a variety of balls.	Unit Focus – Be able to track the path of a ball over a net and move towards it, begin to hit and return a ball using hands and racquets with some consistency, play modified net/wall games throwing, catching and sending over a net Unit Focus – Be able to make it difficult for their opponent to score a point, begin to choose specific tactics appropriate to the situation, transfer	Unit Focus – To identify and describe some rules of tennis, to serve to begin a game, to explore forehand hitting.			Unit Focus – Introduce volley shots and overhead shots, apply new shots into game situations, play with others to score and defend points in competitive games, further explore tennis service rules.	Unit Focus – Develop backhand shots, introduce the lob, begin to use full tennis scoring systems, continue developing doubles play and tactics to improve

			net/wall skills, improve agility and coordination and use in a game.				
Attack, Defend & Shoot	Unit Focus – Travel with some control and coordination change direction at speed through both choice and instructions, perform actions demonstrating changes in speed, stop, start, pause, prepare for and anticipate movement in a variety of situations.	Unit Focus – To practise basic movements including: running, jumping, throwing, catching, to begin to engage in competitive activities, to experience opportunities to improve agility, balance and coordination. Unit Focus – To recognise rules and apply them in competitive and cooperative games, use and apply simple strategies for invasion games, preparing for, and explaining the reasons why we enjoy exercise	Unit Focus – Refine ways to control our bodies and a range of equipment, recall and link a combination of skills e.g: passing. Unit Focus – To select and apply a small range of tactics, recognise good quality in self and others, to work with others to build basic attacking play	Unit Focus – Play in small sided hockey-type invasion games, send and receive balls in a variety of situations, develop motor skills to handle sticks with ease and improve agility. Unit Focus – To be able to perform basic netball skills such as passing and catching using recognised throws, to use space effectively to build attacking play, to implement the basic rules of netball. Unit Focus – Able to show	Unit Focus - To consistently perform basic tag rugby skills, implement rules and develop tactics in competitive situations, to increase speed and build endurance during gameplay. Unit Focus – Introduce some defensive skills, dribbling in different directions using different parts of their feet, passing for distance, evaluating skills to aid improvement Unit Focus – To consistently perform basic hockey skills such as dribbling and push pass, to implement the basic rules of hockey, to develop tactics and apply them in competitive situations, to increase speed and endurance during game play.	Unit Focus – Make choices about which pass to use and when to shoot from, implement some tactics to get free, move quickly around the court. Unit Focus – To combine basic tag rugby skills such as catching and passing quickly in one movement, to select and implement appropriate skill in a game situation, to begin to play effectively when attacking and defending, to increase the power of passes so the ball can be moved quickly over a greater distance.	Unit Focus – Choose and implement a range of strategies and tactics to attack and defend, combine and perform more complex skills at speed, observe, analyse and recognise good individual and team performances, suggest, plan and lead a warm-up as a small group.

					basic control skills including sending and receiving the ball, to send the ball with some accuracy to maintain possession and build attacking play, to implement the basic rules of football.	Unit Focus – Introduce high-five netball positions, apply basic shooting techniques, develop netball skills such as marking and footwork.	Unit Focus – Combine basic hockey skills such as dribbling and push pass, select and apply different skills in a game situation confidently, play effectively in different positions on the pitch including defence, to increase power and strength of passes, moving the ball over longer distance.	
Athletics	Unit Focus – Organise and match various items, colours and symbols, work with a partner to listen, share ideas, question and choose, collect, distinguish and differentiate colours and create a shape as a team, move confidently and cooperatively in	Unit Focus – Pupils will begin to link running and jumping, to learn and refine a range of running which includes varying pathways and speeds, develop throwing techniques to send objects over long distances.	Unit Focus – Develop power, agility, coordination and balance over a variety of activities, can throw and handle a variety of objects, can negotiate obstacles showing increased control over body and limbs.	Unit Focus – Control movements and body actions in response to specific instructions, demonstrate agility and speed, jump for height and distance with control and balance, throw with speed and power and apply			Unit Focus – Sustain pace over short and longer distances such as running 100m and running for 2 minutes, able to run as part of a relay team working at their maximum speed, perform a range of jumps and	Unit Focus – Become confident and expert in a range of techniques and recognise their success, apply strength and flexibility to a broad range of throwing, running and jumping activities, work in collaboration and demonstrate improvement when working with self and others, accurately and confidently record results across a variety of activities.

		space. Travel in a range of ways.			appropriate force.		throws demonstrating increasing power and accuracy.	
OAA						Unit Focus – Work well in a group within defined and understood rules, plan and refine strategies to solve problems, identify the relevance of and use of maps, compass and symbols, identify what they do well and suggest what they could do to improve.	Unit Focus – Explore ways of communicating in a range of challenging activities, navigate and solve problems from memory, develop and use trust to complete the task and perform under pressure.	Unit Focus – Use information given by others to complete tasks and work collaboratively, undertake more complex tasks, take responsibility for a role in a task, use knowledge of P.E and physical activities to suggest design ideas and amendments to games.
						Swimming lessons take place from Year 4 to support children achieving the National Curriculum requirements for swimming and water safety. Lessons are taught by a qualified swimming instructor.		



Every child has the right to an education. (Article 28) Education must develop every child's personality, talents and abilities to the full. (Article 29) .Every child has the right to reliable information from a variety of sources. (Article 17)