



Wallsend Jubilee Primary School

Skills Progression: PE – Gymnastics

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics – Rolling	<p>To explore ways of rolling</p> <p>Teddy Roll – Rolling sideways across back and shoulders from a sitting position.</p> <p>Pencil Roll- From back to front keeping body and limbs in a straight shape.</p>	<p>To explore ways of rolling</p> <p>Teddy Roll – Rolling sideways across back and shoulders from a sitting position.</p> <p>Pencil Roll- From back to front keeping body and limbs in a straight shape.</p> <p>Begin to show control in rolling actions.</p>	<p>Teddy Roll – Rolling sideways across back and shoulders from a sitting position. (with control)</p> <p>Pencil Roll- From back to front keeping body and limbs in a straight shape. (with control)</p> <p>Egg Roll – Lie on side in a tuck shape holding knees in a tuck shape into chest. Roll onto back and onto other side. (with control)</p>	<p>Teddy Roll – Rolling sideways across back and shoulders from a sitting position. (with control)</p> <p>Pencil Roll- From back to front keeping body and limbs in a straight shape. (with control)</p> <p>Egg Roll – Lie on side in a tuck shape holding knees in a tuck shape into chest. Roll onto back and onto other side.</p> <p>Dish Roll – With extended arms and legs off the floor roll from dish to arch shape slowly and with control.</p>	<p>Continue to develop control in rolling actions in a sequence when using apparatus.</p> <p>Begin the forward roll from a squat position.</p>	<p>Continue to develop control in rolling actions in a sequence when using apparatus and in time with a partner.</p> <p>Continue to develop forward roll from standing position.</p>	<p>Explore different starting and finishing positions when rolling. E.g. forward roll from straddle position on feet and end up in a straddle position on floor.</p>	<p>Continue to practise different starting and finishing positions when rolling. E.g. Using apparatus before forward roll.</p> <p>Begin the backwards roll.</p>
Gymnastics – Balance	<p>To stand momentarily on one foot when shown</p>	<p>To stand momentarily on one foot with some control</p> <p>Begin to explore balances on other body parts, bottom, side, back etc</p>	<p>Standing balances with control</p> <p>Explore 3 of the basic shapes: straight, star, straddle.</p> <p>Balance in these shapes on large body parts: back, bottom, side, front</p> <p>Balance on front and back so that extended arms and legs are held off the floor.</p> <p>Develop balance by showing good tension in the core and extension in the arms legs hands and</p>	<p>Explore the 5 basic shapes: straight, star, straddle, tuck and pike</p> <p>Balance in these shapes on large body parts: back, bottom, side, front</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor.</p> <p>Develop balance by showing good tension in the core and extension in the arms legs hands and feet.</p> <p>Develop balance on front and back so that</p>	<p>Explore and develop use of upper body strength taking weight on hands and feet. Front support (which is like a press up position and back support which is the opposite)</p> <p>Explore balancing on combinations of 1/2/3/4 points. (foot, hand, bottom, elbow)</p> <p>Balance on the floor and apparatus exploring which body parts are the safest to use.</p>	<p>Explore and develop use of upper body strength taking weight on hands and feet. Front support (which is like a press up position and back support which is the opposite)</p> <p>Explore balancing on combinations of 1/2/3/4 points. (foot, hand, bottom, elbow)</p> <p>Balance on the floor and apparatus exploring which body parts are the safest to use.</p> <p>Explore balancing with a partner, facing, beside, behind and on different levels.</p>	<p>Perform balances with control, showing good body tension.</p> <p>Mirror and match partners' balance i.e. making different shapes on different levels or in a different place.</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner.</p> <p>Begin to take more weight on hands when progressing bunny hop into a handstand</p>	<p>Perform balances with control, showing good body tension.</p> <p>Mirror and match partner's balance i.e. making different shapes on different levels or in a different place.</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner.</p> <p>Begin to take more weight on hands when progressing bunny hop into a handstand</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different</p>

			feet.	extended arms and legs are held off the floor.				levels of the apparatus. Perform group balances at the beginning middle and end of sequence. Consider how to move in and out of these balances with fluency and control.
Gymnastics – Sequencing		Perform a gymnastic sequence with a balance and a travelling action.	Perform a gymnastic sequence with a balance travelling action and a roll.	Perform a gymnastic sequence with a balance travelling action and a roll. Teach a sequence to a partner and perform together.	Perform a gymnastic sequence with clear changes of speed 3 different balances with three different ways of travelling.	Perform a gymnastic sequence with clear changes of speed 3 different balances with three different ways of travelling. Work with a partner to create a sequence from starting shape move together e.g. Travelling on hands, feet, rolling, jumping. Then move apart to finish	Create a sequence of up to 6 elements (e.g. different balances, symmetrical rolls, jumping actions, change of direction, mirroring and matching shapes)	Create a sequence of up to 8 elements (e.g. different balances, symmetrical rolls, jumping actions, change of direction, mirroring, matching shapes, travelling on different body parts, twisting and turning)
Gymnastics – Jumping	To begin to explore jumping on the spot and from an object onto a soft landing.	To jump from the ground and an object taking off and landing with control.	Begin to explore shapes in the air when jumping and landing with control. Star jump Tuck jump	Continue to explore shapes in the air when jumping and landing with control. Star jump Tuck jump Straddle jump Pike jump	Explore leaping forward in a stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)	Continue to explore leaping forward in a stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing	Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing	Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing
Gymnastics – Traveling	Begin to explore ways of traveling, E,g, slithering, shuffling, crawling, skipping, sliding	Travel with confidence in a range of ways, E,g, slithering, shuffling, crawling, skipping, sliding	Begin to travel on hands and feet (Hands flat on floor and fully extended arms) Monkey walk (bent legs and extended arms) Bunny hop (transfer weight to hands)	Begin to travel on hands and feet (Hands flat on floor and fully extended arms) Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so that legs as well as arms can be extended. Keep hands still while walking feet towards	Travel with a partner, move away from and together on the floor and on apparatus Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping Travel in different pathways on the floor and using apparatus, explore different entry and exit points other	Travel with a partner, move away from and together on the floor and on apparatus Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping Travel in different pathways on the floor and using apparatus, explore different entry and exit points other	Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away	Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away

				hands, keep feet still while walking hands away from feet) Bunny hop (transfer weight to hands)	than travelling in a straight line on apparatus	than travelling in a straight line on apparatus	from and back to partner	from and back to partner
Organisation and Communication Val Sabin		Travelling Stretching and curling	D - Flight – Bouncing, jumping and landing G - Wide – Narrow – Curled	I - Pathways, Straight, Zig-Zag and curving K – Linking Movements Together	L - Stretching, Curling and Arching N – Pathways	Q – Receiving Body Weight R – Balance Leading into Change of Front or Direction	V – Functional use of the limbs W – Spinning and Turning	Y – Working Together Synchronisation and Cannon A – Counter Balance and Counter Tension
Overarching vocabulary								



Wallsend Jubilee Primary School

Skills Progression: PE – Dance

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance – Compose	Begin to copy dance moves	<p>Copy dance moves</p> <p>Begin to remember a short dance sequence</p> <p>Begin to develop own dance sequence using:</p> <p>Actions (What): Travel, stretch, twist, turn, jump</p> <p>Space (Where): Forwards, backwards, and sideways</p> <p>Actions (What): Travel, turn, jump</p> <p>Space (Where): Forwards and backwards,</p> <p>Relationships (who): On own</p> <p>Dynamics (How): Slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance</p> <p>Relationships (who): On own</p>	<p>Copy dance moves</p> <p>Develop movement using:</p> <p>Actions (What): Travel, stretch, twist, turn, jump</p> <p>Space (Where): Forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (who): On own</p> <p>Dynamics (How): Slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance</p> <p>Sequence and remember a short dance</p>	<p>Copy dance moves</p> <p>Develop movement using:</p> <p>Actions (What): Travel, stretch, twist, turn, jump</p> <p>Space (Where): Forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (who): On own and with a partner by teaching each other two movements to create a dance with 4 actions</p> <p>Dynamics (How): Slowly, quickly, with appropriate expression</p> <p>Use own ideas to sequence dance</p> <p>Sequence and remember a short dance</p>	<p>Create dance phrases/dances to communicate an idea</p> <p>Develop movement using:</p> <p>Actions (What): Travel, turn, gesture, jump, stillness</p> <p>Space (Where): Formation, direction and levels</p> <p>Relationships (who): Whole group/duo/solo, unison/cannon</p> <p>Dynamics (How): Explore speed, energy (heavy/light)</p> <p>Choreographic devices; Motif, motif development and repetition</p>	<p>Create dance phrases/dances to communicate an idea</p> <p>Develop movement using:</p> <p>Actions (What): Travel, turn, gesture, jump, stillness</p> <p>Space (Where): Formation, direction and levels</p> <p>Relationships (who): Whole group/duo/solo, unison/cannon</p> <p>Dynamics (How): Explore speed, energy (heavy/light)</p> <p>Choreographic devices; Motif, motif development and repetition</p> <p>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>Link phrases to music</p>	<p>Create longer and challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using:</p> <p>Actions (What): Travel, turn, gesture, jump, stillness</p> <p>Space (Where): Formation, direction, level, pathways</p> <p>Relationships (who): Solo/duo/trio, unison/cannon</p> <p>Dynamics (How): Explore speed, energy (heavy/light, flowing/sudden)</p> <p>Choreographic devices: Motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p>	<p>Create longer and challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using:</p> <p>Actions (What): Travel, turn, gesture, jump, stillness</p> <p>Space (Where): Formation, direction, level, pathways</p> <p>Relationships (who): Solo/duo/trio, unison/cannon/contrast</p> <p>Dynamics (How): Explore speed, energy (heavy/light, flowing/sudden)</p> <p>Choreographic devices: Motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p>
Dance – Perform	Explore movement with rhythm and in time to music	<p>Move with confidence when walking, jumping, hopping, landing</p> <p>Begin to move with rhythm in the above actions</p> <p>Begin to move in time with music</p> <p>Co-ordinate arm</p>	<p>Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, jumping, hopping, landing</p> <p>Move with rhythm in the above actions</p> <p>Demonstrate good</p>	<p>Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, jumping, hopping, landing</p> <p>Move with rhythm in the above actions</p> <p>Demonstrate good</p>	<p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength (Technical skills)</p> <p>Show focus, projection and musicality (Expressive skills)</p>	<p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength (Technical skills)</p> <p>Show focus, projection and musicality (Expressive skills)</p>	<p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical skills)</p> <p>Show focus, projection, sense of</p>	<p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive</p>

		and leg actions (e.g. march and clap)	balance Move in time with music Co-ordinate arm and leg actions (e.g. march and clap)	balance Move in time with music Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting)	Demonstrate different dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy, continuity Demonstrate use of space – levels, directs, pathways and body shape Demonstrate different relationships – mirroring, unison, cannon	Demonstrate different dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy, continuity Demonstrate use of space – levels, directs, pathways and body shape Demonstrate different relationships – mirroring, unison, cannon	style and musicality (Expressive skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy, continuity and rhythm Demonstrate use of space – levels, directions, pathways, size and body shape Demonstrate different relationships – mirroring, unison, cannon, complementary and contrasting	skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy, continuity and rhythm Demonstrate use of space – levels, directions, pathways, size and body shape Demonstrate different relationships – mirroring, unison, cannon, complementary and contrasting, body part to body part and physical contact
Dance – Appreciate	Say which dances they like/dislike	Talk about own dance movements. Talk about dance movements of others. Begin to recognise the changes in the body when dancing,	Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy	Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy	Understand and use simple dance vocabulary Understand why safety is important Compare and comment on their own and other's work – strengths and areas for improvement	Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important Compare and comment on their own and other's work – strengths and areas for improvement	Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important Compare and evaluate their own and others' work	Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important Compare and evaluate their own and others' work
Organisation and Communication Val Sabin		Unit 1 Unit 2	16 Streamers (2) 17 Conkers (2) 20 Jack and the beanstalk (3) 23 Handa's surprise (3) 25 We're going on a bear hunt (3)	28 Reach for the stars (2) 30 Bubbles (2) 32 Words and Messages (3) 33 Three Little Pigs (3) 35 Pat a cake Polka (1) 36 Jumping Joan (1)	1 Who am I? (1) 2 The language of Dance (6) 5 The Eagle and the fish (6)	English Country Dance 9 Giraffe's can't dance (4) 15 Musical Statues (1)	19 City Life (6) 22 Punch and Wrestle (4)	23 The world of Sport (6) 26 Cats cradle (2) 27 The Rainforest (6)
Overarching vocabulary								



Wallsend Jubilee Primary School

Skills Progression: PE –Athletics

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics – Running	Runs freely with pleasure and confidence	<p>Negotiate space when running. Adjusting speed and negotiating space</p> <p>Begin to understand the differences in running at speed and jogging</p>	<p>Negotiate space when running. Adjusting speed and negotiating space</p> <p>Show differences in running at speed and jogging</p> <p>Begin to understand the importance of stretching and warming up safely</p>	<p>Show differences in running at speed and jogging</p> <p>Use different techniques/speeds to meet challenges</p> <p>Describe different ways of running</p> <p>Begin to understand the importance of stretching and warming up safely</p>	<p>Run smoothly at different speeds</p> <p>Choose different styles of running for different distances</p> <p>Pace and sustain effort over longer distances</p> <p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p> <p>Carry out stretching and warm up safely</p>	<p>Run smoothly at different speeds</p> <p>Choose different styles of running for different distances</p> <p>Pace and sustain effort over longer distances</p> <p>Watch and describe specific aspects of running (e.g. what arms and legs are doing)</p> <p>Carry out stretching and warm up safely</p> <p>Recognise and record how the body works in different types of challenges over different distances</p> <p>Set realistic targets of time to achieve over a short and longer distance (with guidance)</p>	<p>Sustain pace over longer distances</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm up exercises</p> <p>Set realistic targets of time to achieve over a short and longer distance</p>	<p>Sustain pace over longer distances</p> <p>Identify the main strengths of a performance of self and others</p> <p>Identify parts of the performance that need to be improved</p> <p>Perform a range of warm up exercises</p> <p>Set realistic targets of time to achieve over a short and longer distance</p> <p>Explain how warming up effects performance</p> <p>Explain why athletics can help stamina and strength</p>
Athletics – Jumping	Explore Jump two feet to two feet taking off and landing safely	<p>Explore the 5 basic jumps:</p> <p>Two feet to two feet</p> <p>Two feet to one foot</p> <p>One foot to two feet</p> <p>One foot to one foot (same foot)</p> <p>One foot to opposite foot</p> <p>One foot to one foot (same foot)</p> <p>One foot to opposite foot</p> <p>Show control at take-off and landing</p> <p>Show control at take-off and landing</p>	<p>Explore the 5 basic jumps:</p> <p>Two feet to two feet</p> <p>Two feet to one foot</p> <p>One foot to two feet</p> <p>One foot to one foot (same foot)</p> <p>One foot to opposite foot</p> <p>Show control at take-off and landing</p> <p>Perform combinations of the above jumps</p>	<p>Explore the 5 basic jumps:</p> <p>Two feet to two feet</p> <p>Two feet to one foot</p> <p>One foot to two feet</p> <p>One foot to one foot (same foot)</p> <p>One foot to opposite foot</p> <p>Show control at take-off and landing</p> <p>Perform combinations of the above jumps</p>	<p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p>	<p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Set realistic targets</p>	<p>Perform combinations of jumps</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p>	<p>Perform combinations of jumps</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>Set realistic targets for self, when jumping for distance or height</p>

				Describe different ways of jumping Explain what is successful or how to improve		when jumping for distance of height (with guidance)		
Athletics – Throwing	Explore rolling equipment Throw underarm	Roll equipment Perform an underarm throw Throw an object at a target	Throw into targets Perform a range of throwing actions e.g. rolling, under arm, over arm Describe different ways of throwing	Throw into targets Perform a range of throwing actions e.g. rolling, under arm, over arm Describe different ways of throwing Explain what is successful or how to improve	Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)	Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) Set realistic targets when throwing over and increasing distance and understand that some implements will travel further than others (with some guidance)	Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with javelin, shot and discus Set realistic targets for self, when throwing over and increasing distance and understand that some implements will travel further than others	Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with javelin, shot and discus Set realistic targets for self, when throwing over and increasing distance and understand that some implements will travel further than others Organise small groups to safety take turns when throwing and retrieving implements
Organisation and Communication	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit
Val Sabin		R unit 1 R unit 2	Year 1 unit 1 (6) Year 1 unit 2 (6)	Year 2 unit 1 (6) Year 2 unit 2 (6)	Year 3 unit 1 (6) Year 3 unit 2 (6)	Year 4 unit 1 (6) Year 4 unit 2 (6)	Year 5 unit 1 (6) Year 5 unit 2 (6)	Year 6 unit 1 (6) Year 6 unit 2 (6)
Overarching vocabulary								



Wallsend Jubilee Primary School

Skills Progression: PE – Games

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking and hitting a ball		To practise hitting a ball with a bat or a racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking and fielding where appropriate. Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat or stick to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in game. Use hand-eye coordination to strike a moving and stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a ball. Explore when different shots are best used Develop a backhand technique and use it in a game. Practise techniques for all strokes.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
Throwing and catching a ball	Explore rolling equipment in different ways. Throw underarm Can catch a large ball	Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch a large ball using two hands	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game
Travelling with a ball	Explore kicking, bouncing and rolling a ball	Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively

			backwards) with control and fluency.	a game.				
Passing a ball	Kick a large ball	Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Possession					Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using space	Negotiate space successfully while running	Negotiate space successfully while running Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space	Demonstrate a good awareness of space
Attacking and defending	Begin to join in with chasing games	Play a range of chasing games	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring
Tactics and Rules	Begin to follow simple rules in a game	Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.

			defending a space.					
Organisation and Communication	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit	Inter year group competition at the end of unit
Val Sabin			Unit 1 - Ball Skills and Games Unit 2 – Throwing and catching aiming games Unit 3 – Bat/ball skills and games Unit 4 – Developing partner work	Unit 1 – Throwing and catching inventing games Unit 2 – Aiming, hitting, kicking Unit 3 – Dribbling, hitting and kicking Unit 4 – Group games and inventing rules	Unit 1 – Ball skills (Invasion focus) Unit 2 – Creative games making Unit 3 - Net, Court, Wall Games Unit 4 – Striking and Fielding Games	Unit 1 – Net/court/wall games Unit 2 – Problem solving and inventing games (invasion focus) Unit 3 – Invasion Games Unit 4 – Striking and Fielding Games	Unit 1 – Net/Court/Wall games Unit 2 – Invasions and Target (Ball handling games) Unit 3 – Invasion Games (Implement and Kicking) Unit 4 – Striking and Fielding Games	
Overarching vocabulary								



Wallsend Jubilee Primary School
 Skills Progression: PE –Outdoor and Adventurous Activities

Strands	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Orientation					Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point		Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate Plan an orienteering challenge
Communication					Co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe		Plan and share roles within the group based on each other's strengths Understand individuals roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe
Problem Solving					Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working		Plan strategies to solve problems/plan routes/follow trails/ build shelters etc Implement and refine strategies
Organisation and Communication					Inter year group competition at the end of unit		Inter year group competition at the end of unit
Overarching vocabulary							