

ST PATRICK'S RC PRIMARY SCHOOL – PROGRESSION OF SKILLS – PHYSICAL EDUCATION

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>ACQUIRING AND DEVELOPING SKILLS</p> <ul style="list-style-type: none"> • Copy actions. • Repeat actions and skills. • Move with control and care. <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Talk about what they have done. • Describe what other people did. <p>HEALTH & FITNESS</p> <ul style="list-style-type: none"> • Describe how their body feels before, during and after an activity. <p>DANCE</p> <ul style="list-style-type: none"> • Move to music. • Copy dance moves. • Perform some dance moves. • Make up a short dance. • Move around the space safely. <p>GAMES</p> <ul style="list-style-type: none"> • Throw underarm. • Roll a piece of equipment. • Hit a ball with a bat. • Move and stop safely. • Catch with both hands. • Throw in different ways. • Kick in different ways. <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Make their body tense, relaxed, curled and stretched. • Control their body when travelling. • Control their body when balancing. • Copy sequences and repeat them. • Roll in different ways. • Travel in different ways. • Balance in different ways. • Climb safely. • Stretch in different ways. • curl in different ways 	<p>ACQUIRING AND DEVELOPING SKILLS</p> <ul style="list-style-type: none"> • Copy and remember actions. • Repeat and explore actions with control and coordination. <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Talk about what is different between what they did and what someone else did. • Say how they could improve. <p>HEALTH & FITNESS</p> <ul style="list-style-type: none"> • Show how to exercise safely. • Describe how their body feels during different activities. • explain what their body needs to keep healthy <p>DANCE</p> <ul style="list-style-type: none"> • Dance imaginatively. • Change rhythm, speed, level and direction. • Dance with control and co-ordination. • Make a sequence by linking sections together. • Link some movements to show a mood or feeling. <p>GAMES</p> <ul style="list-style-type: none"> • Use hitting, kicking and/or rolling in a game. • Stay in a 'zone' during a game. • Decide where the best place to be is during a game. • Use one tactic in a game. • Follow rules. <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Plan and show a sequence of movements. • Use contrast in their sequences. • Control movements. • Think of more than one way to create a sequence which follows a set of 'rules'. • Work on their own, and with a partner to create a sequence. 	<p>ACQUIRING AND DEVELOPING SKILLS</p> <ul style="list-style-type: none"> • Select and use the most appropriate skills, actions or ideas. • Move and use actions with co-ordination and control. <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Explain how their work is similar and different from that of others. • With help, recognise how performances could be improved. <p>HEALTH & FITNESS</p> <ul style="list-style-type: none"> • Explain why it is important to warm-up and cool-down. • Identify some muscle groups used in gymnastic activities. <p>DANCE</p> <ul style="list-style-type: none"> • Improvise freely, translating ideas from a stimulus into movement. • Share and create phrases with a partner and in small groups. • Repeat, remember and perform these phrases in a dance. <p>GAMES</p> <ul style="list-style-type: none"> • Throw and catch with control when under limited pressure. • Be aware of space and use it to support team-mates and cause problems for the opposition. • Know and use rules fairly to keep games going. • Keep possession with some success when using equipment that is not used for throwing and catching skills. <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Use a greater number of their own ideas for movement in response to a task. • Adapt sequences to suit 	<p>ACQUIRING AND DEVELOPING SKILLS</p> <ul style="list-style-type: none"> • Select and use the most appropriate skills, actions or ideas. • Move and use actions with co-ordination and control. • Make up their own small-sided game. <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Explain how their work is similar and different from that of others. • Use their comparison to improve their work. <p>HEALTH & FITNESS</p> <ul style="list-style-type: none"> • Explain why warming up is important. • Explain why keeping fit is good for their health. <p>DANCE</p> <ul style="list-style-type: none"> • Take the lead when working with a partner or group. • Use dance to communicate an idea. • Work on their movements and refine them. • Dance clearly and fluently. <p>GAMES</p> <ul style="list-style-type: none"> • Catch with one hand. • Throw and catch accurately. • Hit a ball accurately and with control. • Keep possession of the ball. • Move to find a space when they are not in possession during a game. • Vary tactics and adapt skills according to what is happening. <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Begin work in a controlled way. • Include change of speed. • Include change of direction. • Include range of shapes. 	<p>ACQUIRING AND DEVELOPING SKILLS</p> <ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately. • Show good control in their movements. <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Compare and comment on skills, techniques and ideas that they and others have used. • Use their observations to improve their work. <p>HEALTH & FITNESS</p> <ul style="list-style-type: none"> • Explain some important safety principles when preparing for exercise. • Explain what effect exercise has on their body. • Explain why exercise is important. <p>DANCE</p> <ul style="list-style-type: none"> • Pose their own dances in a creative and imaginative way. • Perform to an accompaniment, expressively and sensitively. • Control their movements. • Dance with clarity, fluency, accuracy and consistency. <p>GAMES</p> <ul style="list-style-type: none"> • Gain possession by working as a team. • Pass in different ways. • Use forehand and backhand with a racquet. • Field. • Choose the best tactics for attacking and defending. • Use a number of techniques to pass, dribble and shoot. <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Make complex or extended sequences. • Combine action, balance and 	<p>ACQUIRING AND DEVELOPING SKILLS</p> <ul style="list-style-type: none"> • Apply their skills, techniques and ideas consistently. • Show precision, control and fluency. <p>EVALUATING AND IMPROVING</p> <ul style="list-style-type: none"> • Analyse and explain why they have used specific skills or techniques. • Modify use of skills or techniques to improve their work. • Create their own success criteria for evaluating. <p>HEALTH & FITNESS</p> <ul style="list-style-type: none"> • Explain how the body reacts to different kinds of exercise. • Choose appropriate warm ups and cool downs. • Explain why we need regular and safe exercise. <p>DANCE</p> <ul style="list-style-type: none"> • Develop imaginative dances in a specific style. • Choose their own music, style and dance. <p>GAMES</p> <ul style="list-style-type: none"> • Explain complicated rules. • Make a team plan and communicate it to others. • Lead others in a game situation. <p>GYMNASTICS</p> <ul style="list-style-type: none"> • Combine their own work with that of others. • Link their sequences to specific timings. <p>ATHLETICS</p> <ul style="list-style-type: none"> • Demonstrate stamina. • Use their skills in different situations.

		<p>different types of apparatus and their partner's ability.</p> <ul style="list-style-type: none"> • Explain how strength and suppleness affect performances. • Compare and contrast gymnastic sequences, commenting on similarities and differences. <p>ATHLETICS</p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds, changing speed and direction. • Link running and jumping activities with some fluency, control and consistency. • Make up and repeat a short sequence of linked jumps. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing their action for accuracy and distance. <p>OUTDOOR/ADVENTUROUS</p> <ul style="list-style-type: none"> • Follow a map in a familiar context. • Move from one location to another following a map. • Use clues to follow a route. • Follow a route safely. 	<ul style="list-style-type: none"> • Follow a set of 'rules' to produce a sequence. • Work with a partner to create, repeat and improve a sequence with at least three phases. <p>ATHLETICS</p> <ul style="list-style-type: none"> • Run over a long distance. • Spring over a short distance. • Throw in different ways. • Hit a target. • Jump in different ways. <p>OUTDOOR/ADVENTUROUS</p> <ul style="list-style-type: none"> • Follow a map in a more demanding familiar context. • Move from one location to another following a map. • Use clues to follow a route. • Follow a route accurately, safely and within a time limit. 	<p>shape.</p> <ul style="list-style-type: none"> • Perform consistently to different audiences. • Have accurate, clear and consistent movements. <p>ATHLETICS</p> <ul style="list-style-type: none"> • Control when taking off and landing in a jump. • Throw with accuracy. • Combine running and jumping. • Follow specific rules. <p>OUTDOOR/ADVENTUROUS</p> <ul style="list-style-type: none"> • Follow a map in an unknown location. • Use clues and compass directions to navigate a route. • Change their route if there is a problem. • Change their plan if they get new information. 	<p>OUTDOOR/ADVENTUROUS</p> <ul style="list-style-type: none"> • Plan a route and series of clues for someone else. • Plan with others taking account of safety and danger.
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SWIMMING

LOW	MIDDLE	HIGHER
<p>Swim between 25 and 50 metres unaided. Keep swimming for 30 to 45 seconds, using swimming aids and support. Use a variety of basic arm and leg actions when on their front and on their back. Swim on the surface and lower themselves under water. Take part in group problem-solving activities on personal survival. Recognise how their body reacts and feels when swimming. Recognise and concentrate on what they need to improve.</p>	<p>Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds. Use 3 different strokes, swimming on their front and back. Control their breathing. Swim confidently and fluently on the surface and under water. Work well in groups to solve specific problems and challenges, sharing out the work fairly. Recognise how swimming affects their body, and pace their efforts to meet different challenges. Suggest activities and practices to help improve their own performance</p>	<p>Swim further than 100 metres. Swim fluently and confidently for over 90 seconds. Use all 3 strokes with control. Swim short distances using butterfly. Breathe so that the pattern of their swimming is not interrupted. Perform a wide range of personal survival techniques confidently. Know what the different tasks demand of their body, and pace their efforts well to meet challenges. Describe good swimming technique and show and explain it to others</p>