

# Physical Education (Gymnastics)

## Hollywell Primary School



SKILLS		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	General Skills Progression	<p>*Create a short sequence of movements.</p> <p>*Roll in different ways with control. *Travel in different ways.</p> <p>*Stretch in different ways.</p> <p>*Jump in a range of ways from one space to another with control.</p> <p>*Begin to balance with control. Move around, under, over, and through different objects and equipment.</p>	<p>*Create and perform a movement sequence.</p> <p>*Copy actions and movement sequences with a beginning, middle and end.</p> <p>*Link two actions to make a sequence.</p> <p>*Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>*Travel in different ways, changing direction and speed. *Hold still shapes and simple balances.</p> <p>*Carry out simple stretches.</p> <p>*Carry out a range of simple jumps, landing safely.</p> <p>*Move around, under, over, and through different objects and equipment.</p> <p>*Begin to move with control and care.</p>	<p>*Copy, explore and remember actions and movements to create their own sequence. *Link actions to make a sequence.</p> <p>*Travel in a variety of ways, including rolling. *Hold a still shape whilst balancing on different points of the body.</p> <p>*Jump in a variety of ways and land with increasing control and balance.</p> <p>*Climb onto and jump off the equipment safely.</p> <p>*Move with increasing control and care.</p>	<p>*Choose ideas to compose a movement sequence independently and with others.</p> <p>*Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>*Develop the quality of their actions, shapes and balances.</p> <p><b>*Move with coordination, control and care. Use turns whilst travelling in a variety of ways.</b></p> <p>*Use a range of jumps in their sequences.</p> <p>*Begin to use equipment to vault.</p> <p>*Create interesting body shapes while holding balances with control and confidence.</p> <p>*Begin to show flexibility in movements.</p>	<p>*Create a sequence of actions that fit a theme.</p> <p>*Use an increasing range of actions, directions and levels in their sequences.</p> <p>*Move with clarity, fluency and expression. <b>*Show changes of direction, speed and level during a performance.</b></p> <p><b>*Travel in different ways, including using flight.</b></p> <p>*Improve the placement and alignment of body parts in balances.</p> <p>*Use equipment to vault in a variety of ways.</p> <p>*Carry out balances, recognising the position of their centre of gravity and how this affects the balance. <b>*Develop strength, technique and flexibility throughout performances</b></p>	<p>*Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>*Adapt their sequences to fit new criteria or suggestions.</p> <p><b>*Perform jumps, shapes and balances fluently and with control.</b></p> <p><b>*Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</b></p> <p>*Confidently use equipment to vault in a variety of ways.</p> <p>*Apply skills and techniques consistently.</p> <p><b>*Develop strength, technique and flexibility throughout performances.</b></p> <p>*Combine equipment with movement to create sequences.</p>	<p><b>*Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</b></p> <p><b>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</b></p>
	Rolls Progression	<p>*Curled side roll (egg roll)</p> <p>*Log roll (pencil roll)</p> <p>*Teddy bear roll</p>	<p>*Log roll (controlled)</p> <p>*Curled side roll (egg roll) (controlled)</p> <p>*Teddy bear roll (controlled)</p>	<p>*Log roll (controlled)</p> <p>Curled side roll (egg roll) (controlled)</p> <p>*Teddy bear roll (controlled)</p> <p>*Rocking for forward roll</p> <p>*Crouched forward roll</p>	<p>*Crouched forward roll</p> <p>*Forward roll from standing</p> <p>*Tucked backward roll</p>	<p>*Forward roll from standing</p> <p>*Straddle forward roll</p> <p>*Tucked backward roll</p> <p>*Backward roll to straddle</p>	<p>*Forward roll from standing</p> <p>*Straddle forward roll</p> <p>*Pike forward roll</p> <p>*Tucked backward roll</p> <p>*Backward roll to straddle</p>	<p>*Forward roll from standing</p> <p>*Straddle forward roll</p> <p>*Pike forward roll</p> <p>*Dive forward roll</p> <p>*Tucked backward roll</p> <p>*Backward roll to straddle</p> <p>*Backward roll to standing</p>

<b>Gymnastics</b>	<b>Jumps Progression</b>	*Straight jump *Tuck jump *Jumping Jack *Half turn jump	*Straight jump *Tuck jump *Jumping jack *Half turn jump *Cat spring	*Straight jump *Tuck jump *Jumping jack *Half turn jump *Cat spring *Cat spring to straddle	*Straight jump *Tuck jump *Jumping jack *Star jump *Straddle jump *Pike jump *Straight jump half-turn *Cat leap	*Straight jump *Tuck jump *Jumping jack *Star jump *Straddle jump *Pike jump *Straight jump half-turn *Straight jump full-turn *Cat leap *Cat leap half-turn	*Straight jump *Tuck jump *Jumping jack *Star jump *Straddle jump *Pike jump *Stag jump *Straight jump half-turn *Straight jump full-turn *Cat leap *Cat leap half-turn *Split leap	*Straight jump *Tuck jump *Jumping jack *Star jump *Straddle jump *Pike jump *Stag jump *Straight jump half-turn *Straight jump full-turn *Cat leap *Cat leap half-turn *Cat leap full-turn *Split leap *Stag leap
	<b>Vault Progression</b>		*Straight jump off springboard	*Hurdle step onto springboard *Straight jump off springboard *Tuck jump off springboard	*Hurdle step onto springboard *Squat on vault *Star jump off *Tuck jump off *Straddle jump off *Pike jump off	*Hurdle step onto springboard *Squat on vault *Straddle on vault *Star jump off *Tuck jump off *Straddle jump off *Pike jump off	*Hurdle step onto springboard *Squat on vault *Straddle on vault *Star jump off *Tuck jump off *Straddle jump off *Pike jump off *Squat through vault	*Hurdle step onto springboard *Squat on vault *Straddle on vault *Star jump off *Tuck jump off *Straddle jump off *Pike jump off *Squat through vault *Straddle over vault
	<b>Strength Progression</b>	*Bunny hop	*Bunny hop *Front support wheelbarrow with partner	*Bunny hop *Front support wheelbarrow with partner *T-lever *Scissor kick	*Handstand *Lunge into handstand *Cartwheel	*Lunge into handstand *Lunge into cartwheel	*Lunge into handstand *Lunge into cartwheel *Lunge into round-off	*Lunge into cartwheel *Lunge into round-off

<b>Gymnastics</b>	<b>Travel Progression</b>	<ul style="list-style-type: none"> <li>*Tiptoe, step, jump and hop</li> </ul>	<ul style="list-style-type: none"> <li>*Tiptoe, step, jump and hop</li> <li>*Hopscotch</li> <li>*Skipping</li> <li>*Galloping</li> </ul>	<ul style="list-style-type: none"> <li>*Tiptoe, step, jump and hop</li> <li>*Hopscotch</li> <li>*Skipping</li> <li>*Galloping</li> <li>*Straight jump half-turn</li> </ul>	<ul style="list-style-type: none"> <li>*Tiptoe, step, jump and hop</li> <li>*Hopscotch</li> <li>*Skipping</li> <li>*Chassis steps</li> <li>*Straight jump half turn</li> <li>*Cat leap</li> </ul>	<ul style="list-style-type: none"> <li>*Tiptoe, step, jump and hop</li> <li>*Hopscotch</li> <li>*Skipping</li> <li>*Chassis steps</li> <li>*Straight jump half turn</li> <li>*Straight jump full turn</li> <li>*Cat leap</li> <li>*Cat leap half turn</li> <li>*Pivot</li> </ul>	<ul style="list-style-type: none"> <li>*Tiptoe, step, jump and hop</li> <li>*Hopscotch</li> <li>*Skipping</li> <li>*Chassis steps</li> <li>*Straight jump half turn</li> <li>*Straight jump full turn</li> <li>*Cat leap</li> <li>*Cat leap half turn</li> <li>*Pivot</li> </ul>	<ul style="list-style-type: none"> <li>*Tiptoe, step, jump and hop</li> <li>*Hopscotch</li> <li>*Skipping</li> <li>*Chassis steps</li> <li>*Straight jump half turn</li> <li>*Straight jump full turn</li> <li>*Cat leap</li> <li>*Cat leap half turn</li> <li>*Cat leap full</li> </ul>
	<b>Balance Progression</b>	<ul style="list-style-type: none"> <li>*Standing balances</li> </ul>	<ul style="list-style-type: none"> <li>*Standing balances</li> <li>*Kneeling balances</li> <li>*Pike, tuck, star, straight, straddle shapes</li> </ul>	<ul style="list-style-type: none"> <li>*Standing balances</li> <li>*Kneeling balances</li> <li>*Large body part balances</li> <li>*Balances on apparatus</li> <li>*Balances with a partner</li> <li>*Pike, tuck, star, straight, straddle shapes</li> <li>*Front and back support</li> </ul>	<ul style="list-style-type: none"> <li>*Large and small body part balances, including standing and kneeling balances</li> <li>*Balances on apparatus</li> <li>*Matching and contrasting partner balances</li> <li>*Pike, tuck, star, straight, straddle shapes</li> <li>*Front and back support</li> </ul>	<ul style="list-style-type: none"> <li>*1, 2, 3 and 4- point balances</li> <li>*Balances on apparatus</li> <li>*Balances with and against a partner</li> <li>*Pike, tuck, star, straight, straddle shapes</li> <li>*Front and back support</li> </ul>	<ul style="list-style-type: none"> <li>*1, 2, 3 and 4- point balances</li> <li>*Balances on apparatus</li> <li>*Part body weight partner balances</li> <li>*Pike, tuck, star, straight, straddle shapes</li> <li>*Front and back support</li> </ul>	<ul style="list-style-type: none"> <li>*1, 2, 3 and 4- point balances</li> <li>*Balances on apparatus</li> <li>*Develop technique, control and complexity of part-weight partner balances</li> <li>*Group formations</li> <li>*Pike, tuck, star, straight, straddle shapes</li> <li>*Front and back support</li> </ul>
	<b>Perform and Evaluate Progression</b>	<ul style="list-style-type: none"> <li>*Control my body when performing a sequence of movements.</li> <li>*Participate in simple games.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform using a range of actions and body parts with some coordination.</li> <li>*Begin to perform learnt skills with some control.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform sequences of their own composition with coordination.</li> <li>*Perform learnt skills with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop the quality of the actions in their performances.</li> <li>*Perform learnt skills and techniques with control and confidence.</li> <li>*Compete against self and others in a controlled manner.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform and create sequences with fluency and expression.</li> <li><b>*Perform and apply skills and techniques with control and accuracy.</b></li> </ul>	<ul style="list-style-type: none"> <li>*Perform own longer, more complex sequences in time to music.</li> <li><b>*Consistently perform and apply skills and techniques with accuracy and control.</b></li> </ul>	<ul style="list-style-type: none"> <li>*Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.</li> <li>*Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>*Begin to record their peers' performances, and evaluate these.</li> </ul>

# Physical Education (Dance)

## Hollywell Primary School



	SKILLS	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	General Skills Progression	<ul style="list-style-type: none"> <li>*Join a range of different movements together.</li> <li>*Change the speed of their actions.</li> <li>*Change the style of their movements.</li> <li>*Create a short movement phrase which demonstrates their own ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Copy and repeat actions.</li> <li>*Put a sequence of actions together to create a motif.</li> <li>*Vary the speed of their actions.</li> <li>*Use simple choreographic devices such as unison, canon and mirroring.</li> <li>*Begin to improvise independently to create a simple dance.</li> </ul>	<ul style="list-style-type: none"> <li>*Copy, remember and repeat actions.</li> <li>*Create a short motif inspired by a stimulus.</li> <li>*Change the speed and level of their actions.</li> <li>*Use simple choreographic devices such as unison, canon and mirroring.</li> <li>*Use different transitions within a dance motif.</li> <li>*Move in time to music.</li> <li>*Improve the timing of their actions.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to improvise with a partner to create a simple dance.</li> <li>*Create motifs from different stimuli.</li> <li>*Begin to compare and adapt movements and motifs to create a larger sequence.</li> <li>*Use simple dance vocabulary to compare and improve work.</li> <li>*Perform with some awareness of rhythm and expression</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>*Compose a dance that reflects the chosen dance style.</li> <li>*Confidently improvise with a partner or on their own.</li> <li>*Compose longer dance sequences in a small group.</li> <li>*Demonstrate precision and some control in response to stimuli.</li> <li>*Begin to vary dynamics and develop actions and motifs in response to stimuli.</li> <li>*Demonstrate rhythm and spatial awareness.</li> <li>*Change parts of a dance as a result of self-evaluation.</li> <li>*Use simple dance vocabulary when comparing and improving work.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and repeat the movement patterns and actions of a chosen dance style.</li> <li>*Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>*Show a change of pace and timing in their movements.</li> <li>*Develop an awareness of their use of space.</li> <li>*Demonstrate imagination and creativity in the movements they devise in response to stimuli.</li> <li>*Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence.</li> <li>*Ensure their actions fit the rhythm of the music.</li> <li>*Modify parts of a sequence as a result of self and peer evaluation.</li> <li>*Use more complex dance vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>*Compose individual, partner and group dances that reflect the chosen dance style.</li> <li>*Use dramatic expression in dance movements and motifs.</li> <li>*Perform with confidence, using a range of movement patterns.</li> <li>*Demonstrate strong and controlled movements throughout a dance sequence.</li> <li>*Combine flexibility, techniques and movements to create a fluent sequence.</li> <li>*Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</li> <li>*Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences.</li> <li>*Improvise with confidence, still demonstrating fluency across their sequence.</li> <li>*Dance with fluency and control, linking all movements and ensuring that transitions flow.</li> <li>*Demonstrate consistent precision when performing dance sequences.</li> <li>*Modify some elements of a sequence as a result of self and peer evaluation.</li> <li>*Use complex dance vocabulary to compare and improve work</li> </ul>

<b>Dance</b>	<b>Performance Skills Progression</b>	<p>*Control my body when performing a sequence of movements.</p>	<p>*Perform using a range of actions and body parts with some coordination.</p> <p>*Begin to perform learnt skills with some control.</p>	<p>*Perform sequences of their own composition with coordination.</p> <p>*Perform learnt skills with increasing control.</p> <p>*Compete against self and others.</p>	<p>*Develop the quality of the actions in their performances.</p> <p>*Perform learnt skills and techniques with control and confidence.</p> <p>*Compete against self and others in a controlled manner.</p>	<p>*Perform and create sequences with fluency and expression.</p> <p>*Perform and apply skills and techniques with control and accuracy.</p>	<p>*Perform own longer, more complex sequences in time to music.</p> <p>*Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>*Link actions to create a complex sequence using a full range of movement.</p> <p>*Perform the sequence in time to music.</p> <p>*Perform and apply a variety of skills and techniques confidently,</p>
	<b>Evaluative Skill Progression</b>	<p>*Talk about what they have done.</p> <p>*Talk about what others have done.</p>	<p>*Watch and describe performances.</p> <p>*Begin to say how they could improve.</p>	<p>*Watch and describe performances, and use what they see to improve their own performance.</p> <p>*Talk about the differences between their work and that of others.</p>	<p>*Watch, describe and evaluate the effectiveness of a performance.</p> <p>*Describe how their performance has improved over time.</p>	<p>*Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>*Modify their use of skills or techniques to achieve a better result.</p>	<p>*Choose and use criteria to evaluate own and others' performances.</p> <p>*Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>*Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

# Physical Education (Athletics)

## Hollywell Primary School



	SKILLS	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Running Progression	<ul style="list-style-type: none"> <li>*Run in different ways for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>*Vary their pace and speed when running.</li> <li>*Run with a basic technique over different distances.</li> <li>*Show good posture and balance. Jog in a straight line.</li> <li>*Change direction when jogging.</li> <li>*Sprint in a straight line.</li> <li>*Change direction when sprinting.</li> <li>*Maintain control as they change direction when jogging or sprinting</li> </ul>	<ul style="list-style-type: none"> <li>*Run at different paces, describing the different paces.</li> <li>*Use a variety of different stride lengths.</li> <li>*Travel at different speeds.</li> <li>*Begin to select the most suitable pace and speed for distance.</li> <li>*Complete an obstacle course.</li> <li>*Vary the speed and direction in which they are travelling.</li> <li>*Run with basic techniques following a curved line.</li> <li>*Be able to maintain and control a run over different distances.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and demonstrate how different techniques can affect their performance. *Focus on their arm and leg action to improve their sprinting technique.</li> <li>*Begin to combine running with jumping over hurdles.</li> <li>*Focus on trail leg and lead leg action when running over hurdles.</li> <li>*Understand the importance of adjusting running pace to suit the distance being run.</li> </ul>	<ul style="list-style-type: none"> <li>*Confidently demonstrate an improved technique for sprinting.</li> <li>*Carry out an effective sprint finish.</li> <li>*Perform a relay, focusing on the baton changeover technique.</li> <li>*Speed up and slow down smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>*Accelerate from a variety of starting positions and select their preferred position.</li> <li>*Identify their reaction times when performing a sprint start.</li> <li>*Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</li> <li>*Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</li> <li>*Identify and demonstrate stamina, explaining its importance for runners.</li> </ul>	<ul style="list-style-type: none"> <li>*Recap, practise and refine an effective sprinting technique, including reaction time. *Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</li> <li>*Accelerate to pass other competitors. *Work as a team to competitively perform a relay.</li> <li>*Confidently and independently select the most appropriate pace for different distances and different parts of the run.</li> <li>*Demonstrate endurance and stamina over longer distances in to maintain a sustained run.</li> </ul>
	Jumping Progression	<ul style="list-style-type: none"> <li>*Jump in a range of ways, landing safely.</li> </ul>	<ul style="list-style-type: none"> <li>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</li> <li>*Perform a short jumping sequence. Jump as high as possible.</li> <li>*Jump as far as possible.</li> <li>*Land safely and with control.</li> <li>*Work with a partner to develop the control of their jumps.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform and compare different types of jumps (see Y1) *Combine different jumps together with some fluency and control.</li> <li>*Jump for distance from a standing position with accuracy and control.</li> <li>*Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances.</li> <li>*Know that the leg muscles are used when performing a jumping action</li> </ul>	<ul style="list-style-type: none"> <li>*Use one and two feet to take off and to land with.</li> <li>*Develop an effective take-off for the standing long jump.</li> <li>*Develop an effective flight phase for the standing long jump.</li> <li>*Land safely and with control.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn how to combine a hop, step and jump to perform the standing triple jump.</li> <li>*Land safely and with control. Begin to measure the distance jumped.</li> </ul>	<ul style="list-style-type: none"> <li>*Improve techniques for jumping for distance.</li> <li>*Perform an effective standing long jump. Perform the standing triple jump with increased confidence.</li> <li>*Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</li> <li>*Land safely and with control.</li> <li>*Measure the distance and height jumped with accuracy.</li> <li>*Investigate different jumping techniques</li> </ul>	<ul style="list-style-type: none"> <li>*Develop the technique for the standing vertical jump.</li> <li>*Maintain control at each of the different stages of the triple jump.</li> <li>*Land safely and with control.</li> <li>*Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</li> <li>*Perform and apply different types of jumps in other contexts.</li> <li>*Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</li> </ul>

	SKILLS	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Throwing Progression	<ul style="list-style-type: none"> <li>*Roll equipment in different ways.</li> <li>*Throw underarm.</li> <li>*Throw an object at a target.</li> </ul>	<ul style="list-style-type: none"> <li>*Throw underarm and overarm.</li> <li>*Throw a ball towards a target with increasing accuracy.</li> <li>*Improve the distance they can throw by using more power.</li> </ul>	<ul style="list-style-type: none"> <li>*Throw different types of equipment in different ways, for accuracy and distance.</li> <li>*Throw with accuracy at targets of different heights.</li> <li>*Investigate ways to alter their throwing technique to achieve greater distance.</li> </ul>	<ul style="list-style-type: none"> <li>*Throw with greater control and accuracy.</li> <li>*Show increasing control in their overarm throw.</li> <li>*Perform a push throw.</li> <li>*Continue to develop techniques to throw for increased distance.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform a pull throw.</li> <li>*Measure the distance of their throws.</li> <li>*Continue to develop techniques to throw for increased distance</li> </ul>	<ul style="list-style-type: none"> <li>*Perform a fling throw.</li> <li>*Throw a variety of implements using a range of throwing techniques.</li> <li>*Measure and record the distance of their throws.</li> <li>*Continue to develop techniques to throw for increased distance.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform a heave throw.</li> <li>*Measure and record the distance of their throws.</li> <li>*Continue to develop techniques to throw for increased distance and support others in improving their personal best.</li> <li>*Develop and refine techniques to throw for accuracy.</li> </ul>
	Performance Progression	<ul style="list-style-type: none"> <li>*Control their body when performing a sequence of movements</li> <li>*Participate in simple games</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to perform learnt skills with some control.</li> <li>*Engage in competitive activities and team games.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform learnt skills with increasing control.</li> <li>*Compete against self and others</li> </ul>	<ul style="list-style-type: none"> <li>*Perform learnt skills and techniques with control and confidence.</li> <li>*Compete against self and others in a controlled manner.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform and apply skills and techniques with control and accuracy.</li> <li>*Take part in a range of competitive games and activities.</li> </ul>	<ul style="list-style-type: none"> <li>*Consistently perform and apply skills and techniques with accuracy and control.</li> <li>*Take part in competitive games with a strong understanding of tactics and composition.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>*Take part in competitive games with a strong understanding of tactics and composition.</li> </ul>
	Evaluative Progression	<ul style="list-style-type: none"> <li>*Talk about what they have done.</li> <li>*Talk about what others have done.</li> </ul>	<ul style="list-style-type: none"> <li>*Watch and describe performances.</li> <li>*Begin to say how they could improve</li> </ul>	<ul style="list-style-type: none"> <li>*Watch and describe performances, and use what they see to improve their own performance.</li> <li>*Talk about the differences between their work and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>*Watch, describe and evaluate the effectiveness of a performance.</li> <li>*Describe how their performance has improved over time.</li> </ul>	<ul style="list-style-type: none"> <li>*Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>*Modify their use of skills or techniques to achieve a better result.</li> </ul>	<ul style="list-style-type: none"> <li>*Choose and use criteria to evaluate own and others' performance.</li> <li>*Explain why they have used particular skills or techniques, and the effect they have had on their performance</li> </ul>	<ul style="list-style-type: none"> <li>*Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>

# Physical Education (Games)

## Hollywell Primary School

	SKILLS	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	Striking and fielding Progression	*Hit a ball with a bat or 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, racquet or stick (hockey) 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 a game situation. *Use hand-eye coordination to strike a moving and a stationary ball.	*Use different techniques to hit a ball. *Identify and apply techniques for hitting a tennis ball. *Explore when different shots are best used. *Develop a backhand technique and use it in a game. *Practise techniques for all strokes. *Play a tennis game using an overhead serve.	*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 Progression	*Roll equipment in different ways. *Throw underarm. *Throw an object at a target. *Catch equipment 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.	*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.	*Throw and catch with greater control and accuracy. *Practise the correct technique for catching a ball and use it in a game. *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 Progression	*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 backwards) with control and fluency	*Bounce and kick a ball whilst moving. *Use kicking skills in a game. *Use dribbling skills in a game.	*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	*Use a variety of ways to dribble in a game with success. *Use ball skills in various ways, and begin to link together

<b>Games</b>	<b>Passing Progression</b>	*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.
	<b>Possession Progression</b>				*Know how to keep and win back possession of the ball in a team game.	*Begin to 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.
	<b>Using Space Progression</b>	*Move safely around the space and equipment. *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.
	<b>Attacking and Defending Progression</b>	*Play a range of chasing games.	*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 defending a space.	*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.
	<b>Tactics and Rules Progression</b>	*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 defending a space.	*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

<b>Games</b>	<b>Performance Progression</b>	<ul style="list-style-type: none"> <li>*Control their body when performing a sequence of movements.</li> <li>*Participate in simple games.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform using a range of actions and body parts with some coordination.</li> <li>*Begin to perform learnt skills with some control.</li> <li>*Engage in competitive activities and team games</li> </ul>	<ul style="list-style-type: none"> <li>*Perform sequences of their own composition with coordination.</li> <li>*Perform learnt skills with increasing control.</li> <li>*Compete against self and others.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop the quality of the actions in their performances.</li> <li>*Perform learnt skills and techniques with control and confidence.</li> <li>*Compete against self and others in a controlled manner.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform and apply skills and techniques with control and accuracy.</li> <li>*Take part in a range of competitive games and activities.</li> </ul>	<ul style="list-style-type: none"> <li>*Consistently perform and apply skills and techniques with accuracy and control.</li> <li>*Take part in competitive games with a strong understanding of tactics and composition.</li> </ul>	<ul style="list-style-type: none"> <li>*Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>*Take part in competitive games with a strong understanding of tactics and composition.</li> </ul>
	<b>Evaluative Progression</b>	<ul style="list-style-type: none"> <li>*Talk about what they have done.</li> <li>*Talk about what others have done</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about what they have done.</li> <li>*Talk about what others have done</li> </ul>	<ul style="list-style-type: none"> <li>*Watch and describe performances, and use what they see to improve their own performance.</li> <li>*Talk about the differences between their work and that of others.</li> </ul>	<ul style="list-style-type: none"> <li>*Watch, describe and evaluate the effectiveness of a performance.</li> <li>*Describe how their performance has improved over time.</li> </ul>	<ul style="list-style-type: none"> <li>*Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>*Modify their use of skills or techniques to achieve a better result.</li> </ul>	<ul style="list-style-type: none"> <li>*Choose and use criteria to evaluate own and others' performance.</li> <li>*Explain why they have used particular skills or techniques, and the effect they have had on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>*Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>

<b>Knowledge of Health and wellbeing</b>	<ul style="list-style-type: none"> <li>*Describe how the body feels when still and when exercising.</li> </ul>	<ul style="list-style-type: none"> <li>*Describe how the body feels before, during and after exercise. <b>Carry and place equipment safely.</b></li> </ul>	<ul style="list-style-type: none"> <li>*Recognise and describe how the body feels during and after different physical activities.</li> <li><b>*Explain what they need to stay healthy.</b></li> </ul>	<ul style="list-style-type: none"> <li>*Recognise and describe the effects of exercise on the body.</li> <li>*Know the importance of strength and flexibility for physical activity.</li> <li>*Explain why it is important to warm up and cool down.</li> </ul>	<ul style="list-style-type: none"> <li>*Describe how the body reacts at different times and how this affects performance.</li> <li>*Explain why exercise is good for your health.</li> <li>*Know some reasons for warming up and cooling down.</li> </ul>	<ul style="list-style-type: none"> <li>*Know and understand the reasons for warming up and cooling down.</li> <li>*Explain some safety principles when preparing for and during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the importance of warming up and cooling down.</li> <li>*Carry out warm-ups and cool-downs safely and effectively.</li> <li><b>*Understand why exercise is good for health, fitness and wellbeing.</b></li> <li><b>*Know ways they can become healthier.</b></li> </ul>
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# Physical Education (Outdoor Adventurous Activities)

## Hollywell Primary School



\*Completed as part of growth and also 5/6 residential trips in summer term

SKILLS	Year R	Year 1/2	Year 3/4	Year 5/6
Outdoor Adventurous Activities	<ul style="list-style-type: none"> <li>* Listens to instructions from a partner/ adult.</li> <li>* Think activities through and problem solve.</li> <li>Discuss and work with others in a group.</li> <li>*Demonstrate an understanding of how to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>*Orientate with increasing confidence and accuracy around a short trail.</li> <li>*Create a short trail challenge with physical change.</li> <li>*Start to recognise the features of an orienteering course.</li> <li>* Orientate a simple map</li> <li>* Begin to lead a team</li> <li>* show that they are an effective team member</li> <li>*Show resilience when plans do not work</li> <li>*Use initiative to try new ways of working</li> </ul>	<ul style="list-style-type: none"> <li>*Start to orientate themselves with increasing accuracy around an orienteering course</li> <li>*Begin to use navigation equipment to orientate around a trail.</li> <li>* Orientate a simple map</li> <li>* Begin to lead a team</li> <li>* show that they are an effective team member</li> <li>*Show resilience when plans do not work</li> <li>*Use initiative to try new ways of working</li> <li>*Use a compass and digital devices to orientate</li> <li>*Remain aware of changing conditions and change plans if necessary</li> </ul>	<ul style="list-style-type: none"> <li>* Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</li> <li>Design an orienteering course that is clear to followers and offers challenge.</li> <li>Use maps and compasses to improve the trail.</li> <li>*Select appropriate equipment for OAA</li> <li>*Identify possible risks and think of ways to manage them</li> <li>*Embrace leadership and team roles</li> <li>*Remain positive even in the most challenging of circumstance</li> <li>*Show empathy towards others and offer support without being asked</li> <li>*seek support from the team and experts if in any doubt</li> <li>*Use a range of devices in order to orientate and reorientation myself</li> </ul>

# Physical Education (Swimming)

## Hollywell Primary School



SKILLS	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Swimming</b>	<p>*Achieve a level of water confidence that allows engagement within Nottinghamshire County Council School Swimming Services (NCCSS) stages</p> <p>* Get in and out of the water confidently and have a positive experience when entering the water.</p>	<p>*Commence NCCSSS swimming stage skills progression ladder</p> <p>*Stage 7 of this ladder meets and goes beyond NC guidelines for attainment by the end of KS2.</p>	<p>*Commence NCCSSS swimming stage skills progression ladder</p> <p>*Stage 7 of this ladder meets and goes beyond NC guidelines for attainment by the end of KS2.</p>	<p>*Commence NCCSSS swimming stage skills progression ladder</p> <p>*Stage 7 of this ladder meets and goes beyond NC guidelines for attainment by the end of KS2.</p>	<p>*Commence NCCSSS swimming stage skills progression ladder</p> <p>*Stage 7 of this ladder meets and goes beyond NC guidelines for attainment by the end of KS2.</p> <p><b>KS2 NC:</b></p> <p>*Swims competently, confidently and proficiently over a distance of at least 25metres</p> <p>*Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>*Performs safe self-rescue in different water-based situations.</p>

Key Knowledge	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Gymnastics</b>	<p>*Balancing means holding the body steady.</p> <p>*Jumping means leaving the ground and landing</p> <p>*Traveling means the way we move over, under or around obstacles</p>	<p>*Balancing means holding the body steady without wobbling or falling.</p> <p>*Using space safely means showing awareness of other people and obstacles in the setting.</p>	<p>*Two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of linked balances.</p> <p>*Different body parts can support a balance.</p>	<p>*A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels.</p> <p>*Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles.</p>	<p>A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence.</p>	<p>*A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction.</p>	<p>*A polished gymnastic routine has been planned and practised.</p> <p>*It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions.</p>

			*Body shapes can include a star, straight line, bridge, arch, tuck and crab.				
<b>Dance</b>	<b>Fluency is how smooth we move. Control is how we can tell or body to do what we want, and it does it. Grace is how our movements look beautiful when dancing and moving in time to music.</b>	Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. *Two or more movements can be ordered to create a movement pattern	Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction.	*Improvising means making up movements while listening and performing to music. *Different pieces of music have different rhythms and create a range of feelings that can be shown through movement.	*Movement patterns can represent an important or recurring idea called a motif. *They can be inspired by stimuli, such as music, a story, theme or topic.	*Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. *Precision means the movement is accurate and carefully performed. *Control involves balance and awareness of the space. * Fluency means movements flow smoothly.	*In dance, dynamics means how the body moves, in terms of the speed, energy and flow of the movement. *For example, the dynamics of a dance could be described as explosive or jerky.
<b>Athletics</b>	*Running involves keeping your head up, pumping your arms and lifting your knees. *Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees.	*Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you. *Catching involves watching the ball and grasping it tightly with both hand	*Techniques in running, jumping, throwing and catching can be developed and modified to improve performance.	*A range of techniques can be used to throw, run and jump with increasing accuracy and competence. *For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head.	Running long distances requires: *endurance (the ability to keep doing something difficult for a long time) *stamina (a good level of fitness) *pace-setting (not running too fast too soon). *Sprinting requires muscle power, speed and short bursts of energy.	*Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. *Stamina is the physical and mental ability to do something difficult for a long period of time. *Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques.	*Control, speed, strength and stamina are skills that can be developed over time through practice and training. *By working on these skills, performance in running, jumping and throwing should improve
<b>Games</b>	*Rules are instructions that guide how a game should be played. *Throwing involves sending a ball through the	*Everyone playing the game must follow the rules to make it fair. *Patting involves tapping a ball with open hands.	*A tactic is an action, such as passing the ball to a team member who is closer to the net, that helps the team to achieve something.	*Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. *Competing effectively as a team involves	*Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins	* A range of rules and tactics are used in competitive games. *Competitive games have rules for conduct, scoring, positioning, the number of players and equipment.	*Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by

	<p>air using the hands and arms. *Catching involves grasping a ball in two hands after it has been thrown or kicked.</p>	<p>*Kicking involves sending a ball along the ground by striking it with a foot. *Stopping a ball involves using a part of the body to prevent the ball from moving.</p>	<p>*Team members work together towards a shared goal, such as scoring points. There are different ways to send an object from one place to another, such as patting, throwing, rolling and kicking.</p>	<p>listening to others, sharing personal ideas, encouraging each other and using appropriate tactics. *Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or a sport, such as hockey, football or rounders.</p>	<p>and the other loses. *Competitive games require the use of different attack and defence tactics. *Striking and fielding games are activities in which players strike an object and run to a particular area to score points. *Fielders try to stop the other team from scoring by retrieving and returning the ball. *Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket.</p>	<p>*Competitive games have tactics specific to the sport. *Coordination is when the parts of the body work together effectively. *Control is being able to direct the body to perform precise movements. * Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders and cricket. *All of these are required to enable a player to score points.</p>	<p>others, asking questions and listening to feedback *When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. *Precision can be demonstrated when sending the ball if it reaches the intended player or target. *Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them.</p>
<p><b>AAO</b></p>	<p>*Orienteering means to travel with confidence and skill around, under, over and through equipment and different terrains. *Climbing steps, stairs and apparatus using alternate feet can be used to climb different terrain.</p>	<p>*Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right. *There are different ways of travelling to get from one place to another, such as walking, jogging, skipping or jumping.</p>	<p>*Obstacles can be overcome by moving into spaces around, over, under or through them.</p>	<p>*Working effectively as a team means working within a group to complete an activity well or achieve a shared goal. *It involves following instructions, listening to others, taking turns and using people's strengths to achieve the goal.</p>	<p>*A challenge is an activity that tests a person's abilities. *Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback.</p>	<p>*Orientating a map is positioning it so that it corresponds to the correct position of north and the land that it represents.</p>	<p>*When engaged in outdoor and adventurous activities, a range of problem-solving and resilience skills can be employed to help complete a task effectively, such as sharing ideas with others and asking questions. *Being a good team player means working well with others to achieve a shared goal. *It involves various skills, such as valuing the ideas and opinions of others, recognising others' strengths and involving everyone.</p>

<p style="text-align: center;"><b>Evaluating Performance</b></p>	<p>Saying what you like and don't like about what you see is evaluation</p>	<p>Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.</p>	<p>*Improve means to get better at doing something. *Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.</p>	<p>*Spending time practising a technique can lead to improvements. *Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed.</p>	<p>*A skill is a special ability to do something well and is gained through practise and training. *There are skills and techniques specific to particular activities or sports. *It is important to identify areas of skill that require development to improve performance</p>	<p>*There are a range of tactics, skills and techniques specific to different areas of PE. *Strategies that improve performance include working with a coach, watching adults, peer modelling, listening to comments from others and acting upon feedback.</p>	<p>*Performance can be improved by developing observation skills. *For example, watching good practice and then noticing and discussing similarities and differences between people's performances is a tool to support improvement.</p>
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Planning for PE sessions should include the key skills and knowledge outlined within this document in conjunction with school teaching resources and the whole school curriculum overview to create inspirational lessons