



Progression of Skills in PE at MPS



Intent

The intent of our PE curriculum at Mickleover Primary School is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and achievement in the area of PE. We have aimed **to build a curriculum that encourages and provides opportunities for all children to lead healthy, active lives.** At Mickleover Primary School, it is our intention to develop a lifelong love of physical activity, sport and PE in all young people. We aim to install a positive and healthy physical and mental outlook in our pupils, and help them to develop essential skills like leadership and teamwork. Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate; using our head, heart and hand objectives. Our aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. All lessons are carefully differentiated which helps to ensure that learning is as tailored and inclusive as possible. It is also the intention of MPS to ensure that every child has access to a minimum of 2 hours of physical activity every week, comprising of PE lessons and other physical activities throughout the school day.

Implementation

Across all areas of the PE curriculum, our planning offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. Our schemes of work, including planning resources from the Derby City SSP, ensure that children have a varied and well mapped out PE curriculum. They provide the opportunity for progression across the full breadth of the PE National Curriculum for KS1 and KS2. This progression is clearly identified on the planning and each lesson has been carefully planned to match these. Pupils take part in two high quality PE lessons per week. In EYFS and KS1, the focus of the PE curriculum is on the development of the fundamental skills that will be built upon in KS2 and applied in specific sports in Year 5 and 6. Our lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practice are built into lessons. Formative assessments are supported through the use of assessment grids, where notes can be recorded to show different children's achievements and where challenge or support is required in the future. A more formal summative assessment spreadsheet (O Track) is used to help monitor the impact against National Curriculum aims at the end of each year. Children in Year 4 are offered up to 14 weeks of swimming lessons to not only promote healthy lifestyles, but provide a skill for their safety. The Daily Mile provides a fun, regular 10 minute exercise, to encourage physical activity. By training our mini- leaders, in KS1 children have access to physical activity and equipment every lunchtime. We aim to provide additional opportunities for pupils to experience a wide range of competitive and non-competitive sports through intra sport competitions and extra-curricular clubs. Inter sport competitions across the city provide the opportunity for children to compete, remain active and promotes a range of activity. Physical activity days, where children are offered a range of sports; promotes healthy lifestyles and encourages participation in a variety of sports.

Impact

Each teaching unit is matched against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. The high quality and consistent approach to PE teaching, significantly improves attainment in knowledge and skills in PE. The teaching of PE is monitored through drop-ins by the PE leaders. From our lessons, children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love of sport, whilst encouraging them to reflect on their own learning. Attainment and progress can be measured using our assessment grids and O Track to ensure all children are making progress towards NC objectives. The participation in Derby SSP competitions further increases the profile of sport and physical activity across the school. Within school this is reiterated through rewards in whole school assemblies. The use of our Heads of House and mini leaders to provide active play activities also increases the profile and participation of children in sport every day.

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Athletics

Strand	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	<p>Manage their own basic hygiene and personal needs, including dressing.</p> <p>Know and talk about the different factors that support overall health and wellbeing.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
Running	<p>Negotiate space and obstacles safely, with consideration of themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Change direction when jogging.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina,</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Demonstrate endurance and stamina over longer distances in order to</p>

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			Be able to maintain and control a run over different distances.			explaining its importance for runners.	maintain a sustained run.
Jumping	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	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. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control .	Perform and compare 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. Combine different jumps together with some fluency and control . Jump for distance from a standing position with accuracy and control . Choose the most appropriate jumps to cover different distances.	Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control .	Learn how to combine a hop, step and jump to perform the standing triple jump . Land safely and with control . Begin to measure the distance jumped.	Improve techniques for jumping for distance . Perform an effective standing long jump . Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control . Measure the distance and height jumped with accuracy .	Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control . Develop and improve their techniques for jumping for height and distance and support others in improving their performance . Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy .
Throwing	Demonstrate strength, balance and coordination when playing.	Throw underarm and overarm . Throw a ball towards a target with increasing accuracy . Improve the distance they can throw by using more power .	Throw different types of equipment in different ways, for accuracy and distance . Throw with accuracy at targets of different heights .	Throw with greater control and accuracy . Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance .	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques . Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best .

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Compete & Perform	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Work and play cooperatively with and take turns with others.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</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 apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>
Evaluate	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</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' performance.</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>



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Dance

Strand	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness	<p>Manage their own basic hygiene and personal needs, including dressing.</p> <p>Know and talk about the different factors that support overall health and wellbeing.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
Dance Skills	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Negotiate space and obstacles safely, with consideration of themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Perform with some awareness of rhythm and expression.</p> <p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Vary the direction of their actions.</p>	<p>Demonstrate rhythm and spatial awareness.</p> <p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Vary the speed of their actions.</p> <p>Vary the direction of their actions.</p> <p>Vary the level of their actions.</p> <p>Move in time to music.</p>	<p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Vary the speed, direction and levels of movement.</p> <p>Vary the formations used in their own dances.</p>	<p>Move appropriately and with the required style in relation to the stimulus</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Vary the speed, direction and levels of movement.</p> <p>Vary the formations used in their own dances.</p> <p>Use simple choreographic devices such as unison, canon and mirroring</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Vary the formations used in their own dances.</p> <p>Use choreographic devices effectively such as unison, canon and mirroring</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Vary the formations used in their own dances.</p> <p>Use choreographic devices confidently such as unison, canon and mirroring</p>

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Compete & Perform	<p>Perform songs, rhymes, poems and stories with others, and try to move in time to music.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</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>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</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, consistently and with precision.</p>
Evaluate	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</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>Use simple dance vocabulary when comparing and improving work.</p> <p>Change parts of a dance as a result of self-evaluation.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Use more complex dance vocabulary to compare and improve work.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Thoroughly <i>evaluate</i> their own and others' work, suggesting thoughtful and appropriate improvements.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>



Progression of Skills in PE at MPS



Games

Strand	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Fitness	<p>Manage their own basic hygiene and personal needs, including dressing.</p> <p>Know and talk about the different factors that support overall health and wellbeing.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warmup and cool-down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
Striking & Fielding	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>Use different techniques to hit a ball.</p> <p>Explore when different shots are best used.</p> <p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Understand how to serve in order to start a game.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p>

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Throwing & Catching	<p>Demonstrate strength, balance and coordination when playing.</p>	<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game. Practise accurate throwing and consistent catching.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Play a tennis game using an overhead serve.</p> <p>Use a hockey stick to hit a ball with accuracy and control.</p> <p>Throw and catch accurately and successfully under pressure in a game.</p>
Travelling with a ball	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Negotiate space and obstacles safely, with consideration for</p>	<p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p>	<p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>



Progression of Skills in PE at MPS



	themselves and others.						
Passing a ball	Demonstrate strength, balance and coordination when playing.	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 and obstacles safely , with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing .	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.	Find a useful space and get into it to support teammates.	Demonstrate an increasing awareness of space .	Demonstrate a good awareness of space .
Attacking & Defending	Work and play cooperatively and take turns with others.	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.

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Tactics & Rules	Explain the reasons for rules , know right from wrong and try to behave accordingly.	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.
Compete & Perform	Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Demonstrate strength, balance and coordination when playing.	Perform using a range of actions and body parts with some coordination . Begin to perform learnt skills with some control . Engage in competitive activities and team games.	Perform learnt skills with increasing control . Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence . Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy . Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control . Take part in competitive games with a strong understanding of tactics and composition .	Perform and apply a variety of skills and techniques confidently, consistently and with precision . Take part in competitive games with a strong understanding of tactics and composition .
Evaluate	Explain the reasons for rules , know right from wrong and try to behave accordingly.	Watch and describe performances . Begin to say how they could improve .	Watch and describe performances , and use what they see to improve their own performance . Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements .



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Gymnastics

Strand	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness	<p>Manage their own basic hygiene and personal needs, including dressing.</p> <p>Know and talk about the different factors that support overall health and wellbeing.</p>	<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
	Shapes and balances	<p>Demonstrate strength, balance and coordination when playing.</p>	<p>I can make wide and thin shapes.</p> <p>I can show a star, straight and tuck shape with their body and hold it still.</p> <p>I can perform balances on different body parts.</p> <p>I can choose two contrasting balances and perform them.</p> <p>I can perform a front support balance and hold still for a few seconds.</p>	<p>I can balance on one foot on a piece of apparatus.</p> <p>I can perform a crab shape. (sit on ground, push up using arms. NOTE: not a bridge)</p> <p>I can make bridge shapes using front and back support. (see Twinkl planning).</p> <p>I can hold my weight on my hands during a bunny jump. (note: not a bunny hop, hands stay still)</p>	•	•	<p>I can perform a balance on one foot on the beam.</p>

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Jumps/Flight	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>I can perform a range of balances on apparatus.</p>	<p>I can perform a lunge position.</p> <p>I can support my body weight by placing feet on equipment (ext: lift one leg. Use tables or bench).</p>	<p>I understand how to take off and land when jumping (arm swing, bend knees when landing).</p> <p>I can perform a star jump and a tuck jump (straight arms, straight legs).</p> <p>I can perform a jump half turn (remember arm position in take - off. One arm back, one arm forward, lift arms together above in jump). This is good to use when changing direction.</p> <p>I can perform a cat leap.</p> <p>I can perform a hurdle step from a run I can squat onto a vault (start lower. Bench, springboard, vault. Hands first followed by feet) Risk factor - is that the children will fall back</p>	<p>I can perform a straight jump, star jump, jump half turn, tuck jump and cat leap</p> <p>I can perform a straight jump full turn.</p> <p>I can perform a hurdle step from a run</p> <p>I can squat onto a vault (start lower. Bench, springboard, vault. Hands first followed by feet) Risk factor - is that the children will fall back onto the spring board so T to shadow back with hand.</p> <p>I can straddle on a vault (straight legs, hands in the middle - to be taught on buildable vault).</p> <p>I can land safely from a height (bend knees on landing, jump is</p>	<p>I can perform a straight jump, star jump, tuck jump, jump half turn and cat leap.</p> <p>I can begin to perform a straddle jump and pike jump from a height.</p> <p>I can run onto and land off a vault appropriately. (Run up, hurdle step, take off)</p> <p>I can squat onto a vault.</p> <p>I can straddle onto a vault.</p>	<p>I can perform a straight jump, star jump, jump half turn, tuck jump, jump full turn.</p> <p>I can begin to perform a straddle jump and pike jump.</p> <p>I can perform a stag leap.</p> <p>I can perform a hurdle step from a run.</p> <p>I can perform a squat through (Equipment needed)</p> <p>I can perform s straddle over the vault (use buildable vault, hands on vault, straddle legs from springboard over to the crash mat).</p> <p>*Straddle on vault depending on equip order speak to LG.</p>
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Rolls	•	<p>I can perform a log and egg roll with some support.</p> <p>I can rock back and forwards (preparation for forwards roll).</p>	<p>I can perform a log roll. (stretch, straight arms and legs e.g. like a rolling pin)</p> <p>I can perform a teddy bear roll (sit in straddle, use back and shoulders to roll).</p> <p>I can begin to link rolls together</p> <p>I can rock backward and forwards in tuck (stay in tuck shape).</p> <p>I can rock back and forwards to standing.</p> <p>I can begin to complete a crouched forward roll on a slope. (chin on chest, back of head touches floor, lift bottom high, use foam ramp)</p>	<p>onto the spring board so T to shadow back with hand.</p> <p>I can perform a forward roll from standing to standing with a slope.</p> <p>I can rock back to correct backward roll position (hands flat, elbows pointing to the ceiling)</p>	<p>controlled and land on feet).</p> <p>I can perform a forward roll from standing to standing with or without a slope.</p> <p>I understand the hand position in a backwards roll (flat hands, elbows to ceiling)</p> <p>I can perform a backward roll with a slope (hand position, weight must be on hands not neck, stay tucked)</p>	<p>I can perform a forward roll without a slope.</p> <p>I can perform a backwards roll with or without a slope.</p> <p>I can perform a backward roll into straddle.</p>	<p>I can perform a backwards roll without a slope.</p> <p>Ext: I can perform a handstand into a forward roll using a foam wedge.</p> <p>I can perform a forward roll to straddle (forward roll, legs must be straight in the straddle and push hands in the middle.)</p>
Handstands, Cartwheels	•	•	•	<p>I can support my body weight on my hands, with one leg in the air. Using equipment to</p>	<p>I can lunge into a half handstand.</p>	<p>I can perform a handstand balance with control (This is not height. Lunge to place</p>	<p>I can perform a cartwheel using hand and feet spots in a</p>



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				<p>support the other leg. (Doing a hand stand , with one leg)</p> <p>I can complete the lunge position into a handstand. (They are not doing a handstand. Half handstand keep legs separate, leg you lunge onto is the first leg down.)</p>	<p>I can perform a handstand balance with control (This is not height. Lunge to place hands in a hoop and kick up with control. This needs no adult support. Ensure a large matt covering on the floor). This can be simplified by using benches to support the legs and lifting one leg at a time.</p> <p>I can bunny hop from side to side over a bench (this is the start of a cartwheel. Start with feet together and progress to straight leg, one foot then the other).</p> <p>I can begin to do a lunge into a cartwheel (lunge into it, left leg forwards hands point to left etc).</p>	<p>hands in a hoop and kick up with control. This needs no adult support. Ensure a large matt covering on the floor). This can be simplified by using benches to support the legs and lifting one leg at a time.</p> <p>I can lunge into a cartwheel.</p> <p>I can step over a bench one leg at a time (progression from bunny hop).</p> <p>I can perform a cartwheel using hand and feet spots. (Finish opposite way to start)</p>	<p>straight line. (Finish opposite way to start).</p> <p>I can perform a handstand balance with control (This is not height. Lunge to place hands in a hoop and kick up with control. This needs no adult support allow children progress on ability. Ensure a large matt covering on the floor). This can be simplified by using benches to support the legs and lifting one leg at a time.</p>
Sequences/ Performing	Negotiate space and obstacles safely , with consideration for themselves and others.	I can create a simple sequence with support.	I can compose a simple sequence using a roll, jump and balance.	<p>I can perform a sideways chassis step to link jumps and rolls.</p> <p>I can compose a simple sequence using a roll, jump and balance with linking movements.</p>	<p>I can perform a pivot to link movements.</p> <p>I can perform a jump half turn and a chassis sidestep.</p> <p>I can compose a simple sequence using a roll, jump and balance with linking movements, from a height if appropriate.</p>	<p>I can use linking movements to join my sequence.</p> <p>I can create a sequence with a partner using skills I have learnt.</p> <p>I can compose a simple sequence using a roll, jump and balance with linking movements, from a height if appropriate. I</p>	<p>I choose appropriate equipment to create a routine with a partner.</p> <p>I can create a sequence with a partner using the skills I have learnt.</p> <p>I can sync my movements in time to music.</p>

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Evaluate	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>I can watch a partner's sequence and give one example of a movement that they saw.</p> <p>I can answer some prompt questions to evaluate a sequence that they have watched.</p>	<p>I can say what was positive about my performance.</p> <p>I can describe how I can improve my performance.</p>	<p>I can perform and evaluate a sequence</p> <p>I am beginning to use the correct vocabulary when describing my own and others' work.</p>	<p>I can perform and evaluate my work and others'.</p> <p>I can use the correct vocabulary when describing my own and others' work.</p>	<p>can begin to include a handstand or cartwheel in my routine and pick appropriate apparatus.</p> <p>I can evaluate my own and other's work.</p> <p>I can use the correct vocabulary when describing my own and others' work.</p>	<p>I can evaluate my own and others' work to improve.</p> <p>I can use the correct vocabulary when describing my own and others' work.</p>
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Progression of Skills in PE at MPS



Outdoor and Adventurous Activities (OAA)

Strand	Key Stage 2			
	Year 3	Year 4	Year 5	Year 6
Health & Fitness	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility of physical activity . Explain why it is important to warm and cool down.	Describe how the body reacts at different times and how this effects performance . Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise .	Understand the importance of warming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing and know ways they can become healthier.
Trails	Orientate themselves with increased confidence and accuracy around a short trail.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteeing course.	Start to orientate themselves with increasing confidence and accuracy around an orienteeing course.	Orientate themselves with confidence and accuracy around an orienteeing course when under pressure. Design an orienteeing course that is clear to follow and offers challenge to others. Use navigation equipment to improve the trail. (In topic too - Geog)
Problem Solving	Identify and use effective communication to begin to work as a team. Identify symbols used on a map .	Communicate clearly with others in a team and with other teams. Have experience of a range of roles within a team and being to identify the key skills required to succeed at each. Associate the meaning of a key in context of the environment.	Use clear communication to effectively complete a particular role in a team. Complete orienteeing activities both as part of a team and independently. Identify a key on a map and begin to use information in activities.	Use clear communication to effectively complete a particular role in a team. Compete in orienteeing activities both as part of a team and independently. Use a range of map styles and make an informed decision on the most effective.
Preparation & Organisation	Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity. Plan and organise a trail that others can follow.	Identify the quickest route to accurately navigate and orienteeing course.	Prepare an orienteeing course for others to follow. Identify the quickest route to accurately navigate an orienteeing course.
Communication	Communicate with others.	Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteeing course.	Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete and orienteeing course.	Communicate clearly and effectively with others when under pressure. Work effectively as part of a team, demonstrating leadership skills as necessary. Successfully use a map to complete an orienteeing course. Use a compass for navigation .

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Compete & Perform	<p>Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and activities.</p>	<p>Complete an orienteeing course more than once and begin to identify ways of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.</p>	<p>Offer a detailed and effective evaluation of both personal and performances and activities. Improve a trail to increase the challenge of a course</p>	<p>Complete an orienteeing course on multiple occasions in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteeing course from it.</p>
Evaluate	<p>Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 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>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>