



Oliver's Battery Primary School

Skills Progression and Assessment Document for Physical Education

**The purpose of this document is to support the planning and assessment of PE,
ensuring full coverage of the curriculum and opportunities to scaffold and
challenge learning.**

The National Curriculum

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ♣ participate in team games, developing simple tactics for attacking and defending
- ♣ perform dances using simple movement patterns

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Skills Progression

Skills Progression					
Learning Objective		Milestone 1 - Year 1 and 2	Milestone 2 - Year 3 and 4	Milestone 3 – Year 5 and 6	
To develop practical skills in order to participate, compete and lead a healthy lifestyle.	Games	<ul style="list-style-type: none"> - Use the terms 'opponent' and 'team mate'. - Use rolling, hitting, running, jumping, catching and kicking skills in combination. - Develop tactics - Lead others when appropriate. 	<ul style="list-style-type: none"> - Throw and catch with control and accuracy. - Strike a ball and field with control. - Choose appropriate tactics to cause problems for the opposition. - Follow the rules of the game and play fairly. - Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). - Pass a team-mate at appropriate times. - Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc.). - Work alone, or with team mates in order to gain points or possession. - Strike a bowled or volleyed ball with accuracy. - use forehand and backhand when playing racket games. - Field, defend and attack tactically by anticipating the direction of play. - Choose the most appropriate tactics for a game. 	

				<ul style="list-style-type: none"> - Uphold the spirit of fair play and respect in all competitive situations. - Lead others when called upon and act as a good role model.
	Dance	<ul style="list-style-type: none"> - Copy and remember moves and positions. - Move with careful control and coordination. - Link two or more actions to perform sequence. - Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Refine movements into sequences. - Create dances and movements that convey a definite idea. - Change speed and levels within a performance. - Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> - Compose, creative and imaginative dance sequences. - Perform expressively and hold a precise and strong body posture. - Perform and create complex sequences. - Express an idea in original and imaginative ways. - Plan to perform with high energy, slow grace or other themes to maintain this throughout a piece.
To develop practical skills in order to participate, compete and lead a healthy lifestyle.	Gymnastics	<ul style="list-style-type: none"> - Copy and remember actions. - Move with some control and awareness of space. - Link two or more actions to make a sequence. - Show contrasts (such as small/tall, straight/curved, and wide/narrow). - Travel by rolling forwards, backwards and sideways. - Hold a position whilst balancing on different points of the body. - Climb safely on equipment. - Stretch and curl to develop flexibility. - Jump in a variety of ways and land with increasing control and balance. 	<ul style="list-style-type: none"> - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Refine movements into sequences. - Show changes of direction, speed and level during a performance. - Travel in a variety of ways, including flight, by transferring weight to generate power in movements. - Show a kinaesthetic sense in order to improve the placement and alignment of body parts to create an interesting body shape. 	<ul style="list-style-type: none"> - Create complex and well-executed sequences that include a full range of movements including Travelling Balances Springing Flight Inversions Rotations Bending, stretching and twisting Gestures Linking skills - Hold shapes that are strong, fluent and expressive. - Include in a sequence set pieces, choosing the most appropriate linking elements. - Vary speed, direction, level and body rotation during floor performances. - Practise and refine the gymnastic techniques used in performances (listed above).

				<ul style="list-style-type: none"> - Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
To develop practical skills in order to participate, compete and lead a healthy lifestyle.	Swimming	<ul style="list-style-type: none"> - Not applicable 	<ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively such as front crawl, backstroke and breaststroke - Perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively such as front crawl, backstroke and breaststroke - Perform safe self-rescue in different water-based situations.
To develop practical skills in order to participate and lead a healthy lifestyle	Outdoor and adventurous activities	Forest School will take place for 4 weeks, when each Year group will spend time exploring the outdoors.	<ul style="list-style-type: none"> - Arrive properly equipped for outdoor and adventurous activity. - Understand the need to show accomplishment in managing risks. - Show an ability to both lead and form part of a team. - Support others and seek support if required when the situation dictates. - Show resilience when plans do not work and initiative to try new ways of working. - Use maps, compasses and digital devices to orientate. - Remain aware of changing conditions and change plans if necessary. 	<ul style="list-style-type: none"> - Select appropriate equipment for outdoor and adventurous activity. - Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. - Embrace both leadership and team roles and gain the commitment and respect of a team. - Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. - Remain positive even in the most challenging circumstances, rallying others if need be. - Use a range of devices in order to orientate. - Quickly assess changing conditions and adapt plans to ensure safety comes first.



Long term Plan

	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Marvellous Me</p> <p>Basic ball Skills</p> <p>Use rolling, hitting, running</p>	<p>One Small Step</p> <p>Dance – Animal magic Basic shapes – Gym</p> <ul style="list-style-type: none"> - Move with careful control and coordination. 	<p>Are we nearly there?</p> <p>Gym – Apparatus Forest School</p> <ul style="list-style-type: none"> - Climb safely on equipment. <p>Forest School will take place for 4 weeks, when each Year group will spend time exploring the outdoors</p>	<p>How does your garden grow?</p> <p>Dance – Journeys Invasion – football</p> <ul style="list-style-type: none"> - Link two or more actions to perform sequence. - Use rolling, hitting, running, jumping, catching and kicking skills in combination. 	<p>Once upon a time</p> <p>Travelling - Gym Athletics</p> <ul style="list-style-type: none"> - Move with some control and awareness of space. - Use rolling, hitting, running, jumping, catching and kicking skills in combination. 	<p>Spectacular Sunflowers</p> <p>Team games Striking and fielding</p> <ul style="list-style-type: none"> - Use the terms ‘opponent’ and ‘team mate’. - Use rolling, hitting, running, jumping, catching and kicking skills in combination.
<p>Year 2</p> <p>Key Skills</p>	<p>Amazing me</p> <p>Forest School Basic ball Skills</p> <ul style="list-style-type: none"> - Use rolling, hitting, running, jumping, catching and kicking skills in combination. <p>Forest School will take place for 4 weeks, when each Year group will spend time exploring the outdoors.</p>	<p>My house or yours?</p> <p>Dance – Animal magic Basic ball Skills</p> <ul style="list-style-type: none"> - Copy and remember moves and positions. - Move with careful control and coordination. - Use rolling, hitting, running, jumping, catching and kicking skills in combination. - Use the terms ‘opponent’ and ‘team mate’. 	<p>Fire Fire</p> <p>Gym – Basic Shapes Invasion – football</p> <ul style="list-style-type: none"> - Copy and remember actions. - Move with some control and awareness of space. - Link two or more actions to make a sequence. - Use rolling, hitting, running, jumping, catching and kicking skills in combination. - Use the terms ‘opponent’ and ‘team mate’. 	<p>Big wide world</p> <p>Dance – Journeys Invasion – Throwing and catching</p> <ul style="list-style-type: none"> - Link two or more actions to perform sequence. <p>Choose movements to communicate a mood, feeling or idea.</p> <ul style="list-style-type: none"> - Use rolling, hitting, running, jumping, catching and kicking skills in combination. - Use the terms ‘opponent’ and ‘team mate’. <p>Use tactics</p>	<p>Where are we?</p> <p>Apparatus - Gym Athletics</p> <ul style="list-style-type: none"> - Hold a position whilst balancing on different points of the body. - Climb safely on equipment. - Use rolling, hitting, running, jumping, catching and kicking skills in combination. 	<p>Awesome Artists</p> <p>Striking and Fielding</p> <ul style="list-style-type: none"> - Use the terms ‘opponent’ and ‘team mate’. - Use rolling, hitting, running, jumping, catching and kicking skills in combination. - Develop tactics Lead others when appropriate.
			- Use tactics			

Year 3	Dreamer of Dreams	Savage Stone Age	Daring and Dangerous	Friend or foe?	Magnetic madness	Sailing the high seas
<p>Key Skills</p>	<p>Basic Shapes – Gym</p> <ul style="list-style-type: none"> - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. <p>Invasion Games</p> <ul style="list-style-type: none"> - Throw and catch with control and accuracy. - Strike a ball and field with control. 	<p>Gymnastics – Shape and Balance</p> <ul style="list-style-type: none"> - Refine movements into sequences. - Show changes of direction, speed and level during a performance. - Travel in a variety of ways, including flight, by transferring weight to generate power in movements. <p>Invasion – Football</p> <ul style="list-style-type: none"> - Strike a ball and field with control. <p>Forest School</p> <ul style="list-style-type: none"> - Arrive properly equipped for outdoor and adventurous activity. - Understand the need to show accomplishment in managing risks. - Show an ability to both lead and form part of a team. 	<p>Gym – Apparatus</p> <ul style="list-style-type: none"> - Show a kinaesthetic sense in order to improve the placement and alignment of body parts to create an interesting body shape. <p>Invasion – Hockey</p> <ul style="list-style-type: none"> - Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). - Pass a team-mate at appropriate times. <p>Forest School</p> <ul style="list-style-type: none"> - Arrive properly equipped for outdoor and adventurous activity. - Understand the need to show accomplishment in managing risks. - Show an ability to both lead and form part of a team. 	<p>Dance</p> <ul style="list-style-type: none"> - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Refine movements into sequences. - Create dances and movements that convey a definite idea. <p>Invasion –Basketball, Netball</p> <ul style="list-style-type: none"> - Follow the rules of the game and play fairly. - Maintain possession of a ball. - Pass a team-mate at appropriate times. 	<p>Tennis</p> <ul style="list-style-type: none"> - Strike a ball and field with control. <p>Athletics</p> <p>Standing long jump Sprint Relay</p>	<p>Striking and Fielding Cricket – Rounders</p> <p>Strike a ball and field with control</p>

Year 4	Dreamer of Dreams	Savage Stone Age	Daring and Dangerous	Friend or foe?	Magnetic madness	Sailing the high seas
Key Skills	<p>Basic Shapes – Gym</p> <ul style="list-style-type: none"> - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. <p>Invasion Games</p> <ul style="list-style-type: none"> - Throw and catch with control and accuracy. - Strike a ball and field with control. <p>Swimming</p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively such as front crawl, backstroke and breaststroke <p>Perform safe self-rescue in different water-based</p>	<p>Gym – Shape and Balance</p> <ul style="list-style-type: none"> - Refine movements into sequences. - Show changes of direction, speed and level during a performance. - Travel in a variety of ways, including flight, by transferring weight to generate power in movements. <p>Swimming</p> <ul style="list-style-type: none"> - Invasion – Football - Strike a ball and field with control. <p>Forest School</p> <ul style="list-style-type: none"> - Arrive properly equipped for outdoor and adventurous activity. - Understand the need to show accomplishment in managing risks. - Show an ability to both lead and form part of a 	<p>Gym – Apparatus</p> <ul style="list-style-type: none"> - Show a kinaesthetic sense in order to improve the placement and alignment of body parts to create an interesting body shape. <p>Invasion – Hockey</p> <ul style="list-style-type: none"> - Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). - Pass a team-mate at appropriate times. <p>Forest School</p> <ul style="list-style-type: none"> - Arrive properly equipped for outdoor and adventurous activity. - Understand the need to show accomplishment in managing risks. - Show an ability to both lead and form part of a 	<p>Dance</p> <ul style="list-style-type: none"> - Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Refine movements into sequences. - Create dances and movements that convey a definite idea. <p>Invasion –Basketball, Netball</p> <ul style="list-style-type: none"> - Follow the rules of the game and play fairly. - Maintain possession of a ball. Pass a team-mate at appropriate times. 	<p>Tennis</p> <ul style="list-style-type: none"> - Strike a ball and field with control. <p>Athletics</p> <p>Long Jump Sprint Start Relay</p>	<p>Striking and Fielding Cricket – Rounders</p> <p>Strike a ball and field with control</p>

	situations.	team.	team.			
Year 5	Spooky Scientists	Mystery History	Mystery History	Evolution	Evolution	Shaping Up
	PE Fundamentals	Gym – Basic Shapes	Dance	Gym – Apparatus	Athletics Throwing, Sprinting, long distance and jumping.	Net/Wall Tennis
	Invasion Games	Invasion - Football	Invasion - Hockey	Invasion – Basketball / Netball	Forest School Striking and fielding – Rounders	Forest School
Year 6	Spooky Scientists	Mystery History	Mystery History	Evolution	Evolution	Shaping Up
	PE Fundamentals	Gym – Basic Shapes	Dance	Gym – Apparatus	Athletics Throwing, Sprinting, long distance and jumping.	Net/Wall Tennis
	Invasion Games	Invasion - Football	Invasion – Hockey	Invasion – Basketball / Netball	Forest School Striking and fielding – Rounders	Forest School
Key Skills	- - Create complex and well-executed sequences that include a full range of movements including Travelling Balances Springing Flight Inversions Rotations	- Compose, creative and imaginative dance sequences. - Perform expressively and hold a precise and strong body posture. - Perform and create complex sequences. - Express an idea in original and imaginative ways.	- Hold shapes that are strong, fluent and expressive. - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc.). - Work alone, or with team mates in order	- Field, defend and attack tactically by anticipating the direction of play. - Choose the most appropriate tactics for a game.	- Field, defend and attack tactically by anticipating the direction of play. - Choose the most appropriate tactics for a game.	- Field, defend and attack tactically by anticipating the direction of play. - Choose the most appropriate tactics for a game. - Select appropriate equipment for

	<p>Bending, stretching and twisting Gestures Linking skills</p> <p>Invasion – Football</p> <ul style="list-style-type: none"> - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc.). - Work alone, or with team mates in order to gain points or possession. 	<ul style="list-style-type: none"> - Plan to perform with high energy, slow grace or other themes to maintain this throughout a piece. <p>Invasion – Hockey</p> <ul style="list-style-type: none"> - Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking etc.). - Work alone, or with team mates in order to gain points or possession. 	<p>to gain points or possession.</p>			<p>outdoor and adventurous activity.</p> <ul style="list-style-type: none"> - Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. - Embrace both leadership and team roles and gain the commitment and respect of a team. - Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. - Remain positive even in the most challenging circumstances, rallying others if need be. - Use a range of devices in order to orientate. <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
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Additional and extra-curricular opportunities

Intra House Competitions linked to SGO competitions Football/X-Country/basketball/tag rugby/Hockey/Swimming

Autumn Term

- Years 5/6 Boys' Football Festival
- Years 3/4 Gymnastics Event at Kings' School
- Years 5/6 Mixed Basketball Competition at Kings' School
- Drama Club
- Dance Club
- Cheer leading club
- Football Club - Saints

Spring Term

- Years 5/6 Mixed Tag Rugby event
- Drama Club
- Dance Club
- Cheer leading club
- Football Club - Saints
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Summer Term

- Penguins Swimming Gala
- Sports Day
- Hampshire Games
- Drama Club
- Dance Club
- Cheer leading club

- Football Club - Saints

House Captains
PE Ambassadors

Progression of Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Vocabulary		<p>Basic movements - running, jumping, throwing and catching.</p> <p>Balance, agility and co-ordination.</p> <p>Team games. Simple tactics. Attacking and defending . Perform Dance. Movement patterns</p>	<p>Basic movements - running, jumping, throwing and catching.</p> <p>Balance, agility and co-ordination.</p> <p>Team games. Simple tactics. Attacking and defending . Perform Dance. Movement patterns</p>	<p>Running, jumping, throwing and catching</p> <p>Competition. Attacking and defending</p> <ul style="list-style-type: none"> Flexibility, strength, technique, control and balance. movement patterns Compare their performances. Demonstrate. Personal best. 	<p>Running, jumping, throwing and catching</p> <p>Competition. Attacking and defending</p> <ul style="list-style-type: none"> Flexibility, strength, technique, control and balance. movement patterns Compare their performances. Demonstrate. Personal best. 	<p>Running, jumping, throwing and catching</p> <p>Competition. Attacking and defending</p> <ul style="list-style-type: none"> Flexibility, strength, technique, control and balance. movement patterns Compare their performances. Demonstrate. Personal best. 	<p>Running, jumping, throwing and catching</p> <p>Competition. Attacking and defending</p> <ul style="list-style-type: none"> Flexibility, strength, technique, control and balance. movement patterns Compare their performances. Demonstrate. Personal best.

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