

SJA Progression of Skills – PE



	Y1/2	Y3	Y4	Y5	Y6
<p>Invasion games</p> <p>(Basketball, Tag Rugby, handball and Netball)</p>	<ul style="list-style-type: none"> • Can travel in a variety of ways including running and jumping. • Beginning to perform a range of throws. • Receives a ball with basic control Beginning to develop hand-eye coordination. • Participates in simple games. 	<ul style="list-style-type: none"> • Understand the importance of rules in games. Develop simple tactics and use them appropriately. • Beginning to develop an understanding of attacking/defending. • Develop a sense of spatial awareness. • Beginning to apply and combine a variety of skills (to a game situation). • Pass the ball to another using a range of techniques. 	<ul style="list-style-type: none"> • Beginning to communicate with others during game situations. • Uses skills with coordination and control. • Develops own rules for new games. • Works well in a group to develop various games. • Beginning to understand how to compete with each other in a controlled manner. • Develop a stronger sense of spatial awareness during games. • Uses skills with coordination, control and fluency. • Takes part in competitive games with an understanding of tactics and composition. 	<ul style="list-style-type: none"> • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Vary skills, actions and ideas and link these in ways that suit the activity of the game. • Shows confidence in using ball skills in various ways, and can link these together. Uses skills with coordination, control and fluency. • Takes part in competitive games 	<ul style="list-style-type: none"> • Vary skills, actions and ideas and link these in ways that suit the activity of the game. • Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking • Keeps possession of balls during games situations. • Consistently uses skills with coordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. Modifies competitive games. • Compares and comments on skills to support the creation

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				<p>with a strong understanding of tactics and composition.</p> <ul style="list-style-type: none"> Apply basic skills for attacking and defending. 	<p>of new games.</p> <ul style="list-style-type: none"> Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending.
Gymnastics	<ul style="list-style-type: none"> Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels. Can perform 2 footed jump. Can use equipment safely Balances with some control. Can link 2-3 simple movements. 	<ul style="list-style-type: none"> Copies and explores basic movements with control and remember them with gentle reminders. Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence with a partner. Link movements together to create a sequence with a partner. Can link 3-4 simple movements 	<ul style="list-style-type: none"> Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements. Beginning to develop good technique when travelling, balancing, 	<ul style="list-style-type: none"> Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. 	<ul style="list-style-type: none"> Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Uses more complex gym vocabulary to describe how to improve and refine performances. Adapts sequences to include a partner or a small group.

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			using equipment etc.		
Dance	<ul style="list-style-type: none"> • Copies and explores basic movements and body patterns. • Remembers simple movements and dance steps • Links movements to sounds and music. 	<ul style="list-style-type: none"> • Copies and explores basic movements with clear control. • Can vary the size of their body shapes. • Add a change of direction to a sequence. • Uses space well and negotiates space clearly. • Can start to describe a short dance using appropriate vocabulary. • Responds to a range of stimuli. 	<ul style="list-style-type: none"> • Beginning to improvise independently to create a short and simple dance. • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into a movement with support. • Beginning to develop spatial awareness. • Beginning to compare and adapt movements and motifs to create a larger simple sequence. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Confidently improvises with a partner or on their own. • Beginning to create longer dance sequences in a larger group (4/5 children). • Demonstrating precision and some control in response to stimuli. • Demonstrates rhythm and spatial awareness. • Modifies parts of a sequence as a result of self-evaluation. • Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Beginning to exaggerate dance movements and motifs (using expression when moving). • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. • Beginning to show a change of pace and timing in their movements. • Improvises with confidence, still demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation.

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<p>Net and Wall games (Tennis)</p>	<ul style="list-style-type: none"> • To practise basic striking with the correct technique. • To use throwing, catching or striking skills in a game. • To practise accuracy of throwing and consistent catching. • To strike a ball with a racket or bat and make contact consistently. • To use basic fielding skills to play a game. 	<ul style="list-style-type: none"> • To start to show control when practicing basic ball skills. • To position the body to strike a ball correctly. • To develop a correct consistent catching technique. • To throw a ball with a sense of control towards a target overarm. • To take part in a variety of drills with independence and somewhat correct techniques. • To use somewhat correct fielding techniques during a game. 	<ul style="list-style-type: none"> • To show control when practicing basic ball skills. • To develop and investigate different ways of throwing or striking and to know when it is appropriate to use them. • To practise the correct technique for catching or striking a ball and use it in a game. • To strike the ball with different amounts of force. • To know how to play a striking and fielding game competitively and fairly. 	<ul style="list-style-type: none"> • To be able to identify a range of techniques for striking a ball. • To start to develop a backhand technique and attempt to use it in a game. • To practise techniques for all strokes. • To use the scoring system and court for singles tennis. • To play a tennis game (or similar game) and attempt an overhead serve and attempt a range of shots. 	<ul style="list-style-type: none"> • To be able identify and model a range of striking techniques. • To be able to confidently use a back hand shot in a game. • To confidently overhead serve when play a game. • To demonstrate and use the correct grip of the racket and understand how to get into the ready position. • To use good hand/eye coordination to be able to contact the shuttle with the face of the racket. • To understand how to serve the shuttle in order to start the game. • To recognise the difference between the low serve and the high serve.
<p>Striking and fielding (Cricket, Rounders)</p>	<ul style="list-style-type: none"> • Move fluently, change speed and direction avoiding collisions. • Show control and 	<ul style="list-style-type: none"> • To develop the correct body position and technique when practicing fielding a 	<ul style="list-style-type: none"> • To consistently use the correct technique when fielding a ball. • To start to show some accuracy when 	<ul style="list-style-type: none"> • To consistently use the correct technique when fielding a ball and throw it towards a 	<ul style="list-style-type: none"> • To consistently use the correct technique when fielding a ball and throw it towards a target with intent

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	<p>accuracy for rolling, underarm throwing, striking and kicking a ball</p> <ul style="list-style-type: none"> • Move inline with ball to receive it. • Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control 	<p>ball.</p> <ul style="list-style-type: none"> • To begin to roll and underarm throwing a ball good and consistent technique. • To start to develop a consistent technique for throwing overarm. • To understand that bowling in cricket is a different technique to throwing. • To be able to intercept and stop the ball with consistency start to catch the ball with some consistency. • To show the correct technique when batting with support. 	<p>throwing a ball both underarm and over arm.</p> <ul style="list-style-type: none"> • Can change & maintain the correct positioning whilst fielding • Can throw for distance with some accuracy. • Throw it more accurately when bowling and/or fielding at a short distance. • Can bat with the correct stance and hit the ball with some consistency. • Strike a ball with intent when they want to do so. 	<p>target.</p> <ul style="list-style-type: none"> • To throw the ball both underarm and over arm with accuracy over a short distance. • To start to think tactically when deciding fielding positions with their team. • Can throw for distance with increased accuracy. • Show more accuracy when bowling and aim for a variety of targets • Can bat with the correct stance and hit the ball with consistency. • Strike a ball to different parts of the field. • Develop a sense of tactics when batting. 	<ul style="list-style-type: none"> • To throw the ball both underarm and over arm with accuracy over a longer distance. • To think tactically when deciding fielding positions with their team without teacher support. • Can throw for distance with further accuracy. • To attempt to bowl with spin on the ball. • Can bat with the correct stance and hit the ball with consistency. • Strike a ball to different parts of the field with consistency. • Develop a sense of tactics when batting and discuss this with their partner.
<p>Athletics Indoor + outdoor)</p>	<ul style="list-style-type: none"> • Can run at different speeds. • Can jump from a standing position • Perform a variety of throws with 	<ul style="list-style-type: none"> • Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country. • Can perform a 	<ul style="list-style-type: none"> • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than 	<ul style="list-style-type: none"> • Be able to show a variety of running techniques and use with confidence. • Can perform a running jump with 	<ul style="list-style-type: none"> • Start to show a tactical awareness when running race. • Can perform a controlled running jump with more than

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	<p>basic control.</p> <ul style="list-style-type: none"> • Can jump from a standing position with accuracy. • To start to perform a variety of throw control and coordination. • Can use equipment safely 	<p>running jump with a reasonable technique.</p> <ul style="list-style-type: none"> • Performs a variety of throws using a selection of equipment with a reasonable technique. • Can use equipment safely and with good control. 	<p>one component. e.g. hop skip jump (triple jump)</p> <ul style="list-style-type: none"> • Demonstrates accuracy in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<p>more than two components. e.g. hop skip jump (triple jump)</p> <ul style="list-style-type: none"> • Beginning to record peers performances, and evaluate these. • Demonstrates the correct technique, accuracy and confidence in some throwing and catching activities. • Describe and start to demonstrate good athletic performance using correct vocabulary. • Can use equipment safely and with good control. 	<p>two components. e.g. hop skip jump (triple jump)</p> <ul style="list-style-type: none"> • Beginning to record peers performances, and evaluate these collaterally • Demonstrates the correct technique, accuracy and confidence in throwing and catching activities. • Describe and demonstrate good athletic performance using correct vocabulary. • Can use equipment safely and with good control.
Orienteering	<ul style="list-style-type: none"> • Use simple maps and diagrams to follow a trail. • Begin to work and behave safely when working co-operatively with others. • Work with friends to select appropriate equipment for the task 	<ul style="list-style-type: none"> • Identify where they are on simple maps. • Recognise diagrams and familiar environments on a map. • Work with friends to plan and share ideas. • Discuss how to follow trails and solve problems. • Attempt the school 	<ul style="list-style-type: none"> • Orientate simple maps and plans. • Find their way back to a base point Co-operate to share roles within a group. • Listen to each other's ideas when planning a task. • Select appropriate equipment/route/people to solve a problem successfully. 	<ul style="list-style-type: none"> • Draw their own maps and plans and set trails for others to follow • Attempt to plan before starting an orienteering challenge together, plan and share roles within the group based on each other's strengths • Work increasingly 	<ul style="list-style-type: none"> • Draw their own maps and plans and set trails for others to follow and lead the session without adult support. • Plan effectively in a larger group before starting an orienteering challenge together, plan and share roles within the group based on each

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		<p>orienteeing games with support.</p>	<ul style="list-style-type: none"> • Start to remember what diagrams mean without using a key. • Begin to understand how the school orienteeing games work. 	<p>well in groups where roles and responsibilities are understood by most members.</p> <ul style="list-style-type: none"> • Understand how the school orienteeing games work. • Recognise what went well and why, what you would do differently next time. 	<p>other’s strengths.</p> <ul style="list-style-type: none"> • Work increasingly well in groups where roles and responsibilities are understood by all members. • Understand how the school orienteeing games work and show leadership qualities towards younger members of their house. • Recognise what went well and why, what you would do differently next time.
<p>Motor competence</p>	<ul style="list-style-type: none"> • Can follow the ball in the air and attempt to catch it. • Can move fluently by changing direction and speed easily and avoiding collisions • Can attempt basic actions such as rolling, underarm throwing a ball in a particular direction. • Can strike and kick a ball consistently. • Be able to run and 	<ul style="list-style-type: none"> • Can throw and catch a ball with a partner with some consistency and accuracy. • Start to explore different ways of passing the ball (e.g. chest push, bounce pass, overarm/head etc) • Start to be able to verbalise the key coaching points of throwing and catching. • Start to understand 	<ul style="list-style-type: none"> • Can throw and catch a ball with a partner with reasonable consistency and accuracy. • Be able to show different ways of passing the ball (e.g. chest push, bounce pass, overarm/head etc) • Start to be able to verbalise and demonstrate the key coaching points of throwing and catching. 	<ul style="list-style-type: none"> • Can throw and catch a ball with a partner with consistency and accuracy and attempt one handed catching • Be able to show and demonstrate with some coaching points different ways of passing the ball (e.g. chest push, bounce pass, overarm/head etc) • Be able to verbalise and demonstrate the key coaching 	<ul style="list-style-type: none"> • Can throw and catch a ball with a partner with consistency and accuracy and catch one handed with some success. • Be able to show and demonstrate with all the important coaching points of the different ways of passing the ball (e.g. chest push, bounce pass, overarm/head etc) • Be able to verbalise and demonstrate the

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	<p>jump with some control and balance.</p> <ul style="list-style-type: none"> • Be able to attempt to catch a ball / moving object during games. • Can attempt a range of rolling, throwing, striking, kicking, catching and gathering skills. • Can make simple decisions about when and where to move. • Listen to basic instructions and be able to, run, jump, throw, bounce a ball, leap on demand. 	<p>and follow rules of games and show elements of fair play.</p> <ul style="list-style-type: none"> • Can travel whilst bouncing a ball showing some control (e.g. basketball) • Start showing a range of skills to help them control of the ball • Start to understand possession based games and how to keep the ball away from the opposition. • Can, in pairs, make up a game and play a simple rallying/possession game • Start to understand good places to stand when receiving, and give reasons for their choice. • Be able to run, jump, balance, throw, bounce a ball, leap with a reasonable technique. 	<ul style="list-style-type: none"> • Understand and follow rules of games and promote fair play. • Can travel whilst bouncing a ball showing reasonable control (e.g. basketball) • Understand possession based games and how to keep the ball away from the opposition and score the game fairly. • Can, in small groups, make up a game and play a simple rallying/possession game • Start to understand good places to stand when receiving, and give reasons for their choice. • Be able to run, jump, balance, throw, bounce a ball, leap with a good technique. 	<p>points of throwing and catching.</p> <ul style="list-style-type: none"> • Understand, make and follow rules of games and promote fair play. • Can travel whilst bouncing a ball showing control (e.g. basketball or tennis). • Can use a range of skills to help them keep possession and control of the ball. • Understand possession based games and how to keep the ball away from the opposition and score the game fairly. • Can, in larger groups, make up a game and play a simple rallying/possession game • Understand good places to stand or move to receive a ball. • Be able to run, jump, balance, throw, bounce a ball, leap 	<p>key coaching points of throwing and catching.</p> <ul style="list-style-type: none"> • Understand, make and follow rules of games and promote fair play. • Can travel whilst bouncing a ball showing control (e.g. basketball or tennis) and stay away from an opponent. • Can use a range of skills to help them keep possession and control of the ball with pressure from an opponent. • Can, in larger groups, make up a game and play a simple rallying/possession game • Be able to suggest good places for teammates to move to when playing possession games. • Be able to run, jump, balance, throw, bounce a ball, leap with a good technique and describe all
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				with a good technique and describe simple coaching points.	coaching points.
Competitive Sport	<ul style="list-style-type: none"> Take part in competitive games with intent and understand they can't always win. Respect and follow simple rules of a game. 	<ul style="list-style-type: none"> Be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Attempt to engage in competitive sports and activities both intra and inter school. 	<ul style="list-style-type: none"> Be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Attempt to engage in competitive sports and activities both intra and inter school. 	<ul style="list-style-type: none"> Engage in competitive sports and activities both intra and inter school. Take part in regular competitive sport with a respectful attitude. 	<ul style="list-style-type: none"> Attempt to officiate a competitive game between their peers. Engage in competitive sports and activities both intra and inter school. Take part in regular competitive sport with a respectful attitude.
Teamwork and fair play	<ul style="list-style-type: none"> I take part in group activities. I can take turns when working in a group. 	<ul style="list-style-type: none"> Listen carefully to others. Encourage others to take part. Take on ideas that are not my own. 	<ul style="list-style-type: none"> Listen carefully to others. Encourage others to take part. Take on ideas that are not my own and attempt them. 	<ul style="list-style-type: none"> Work well in groups that do not have my friends in it. Understand what a leader is and what skills they have. To know when to work in a group and on my own. 	<ul style="list-style-type: none"> Allocate jobs when working in a group. Work well in groups that do not have my friends in it. Understand what a leader is and what skills they have. To know when to work in a group and on my own. Understand what democracy is.
Healthy lifestyles	<ul style="list-style-type: none"> Can describe the effect exercise has 	<ul style="list-style-type: none"> Can describe the effect exercise has 	<ul style="list-style-type: none"> Can describe the effect exercise has on 	<ul style="list-style-type: none"> Can describe the effect exercise has 	<ul style="list-style-type: none"> Can describe the effect exercise has on

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	<p>on the body</p> <ul style="list-style-type: none"> • 	<p>on the body</p> <ul style="list-style-type: none"> • Understand that we need regular exercise. • Can explain the importance of exercise and a healthy lifestyle. 	<p>the body</p> <ul style="list-style-type: none"> • Can explain the importance of exercise and a healthy lifestyle. 	<p>on the body</p> <ul style="list-style-type: none"> • Can explain the importance of exercise and a healthy lifestyle. • To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. 	<p>the body</p> <ul style="list-style-type: none"> • Can explain the importance of exercise and a healthy lifestyle. • Explain why we need regular exercise and explain the consequences if we don't. • To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.
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Other sporting experiences at SJA include:

Year 4 swimming lessons

Year 5 Bikeability

Every year group attends at least one sport festival per year

Sports day (clock sports)

Whole school orienteering day

Year 5 and 6 PGL trips

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Multiple NECL sporting competitions throughout the school year.