

Progression of skills: PE

Intent

PE at Holy Trinity aims to develop confidence in physical ability, skill acquisitions and sporting knowledge to allow all our children to establish strong, mental, emotional and social wellbeing. PE is an integral part of our curriculum that is inclusive and engages all pupils. We aim to deliver, high-quality teaching and learning opportunities that enables all children to achieve their personal best. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We aim for all children to be physically active for sustained periods of time and be able to make informed decisions to lead healthy and active lives. Swimming is an important life skill, we aspire for all children to leave primary school being able to swim at least 25 metres. We teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Holy Trinity, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

Progression of skills: Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Carry and arrange apparatus for use • Climb up apparatus • Jump and land softly on the floor (on mats) • Perform gymnastic jumps (knees bend, back up straight) • Jump off apparatus and land safely 	<ul style="list-style-type: none"> • Carry and arrange apparatus for use • Perform a range of individual balance • Understand what makes an attractive balance • Jump and land from elevated surfaces • Use a variety of body parts to 	<ul style="list-style-type: none"> • Re-visit all the aspects of Year 1 • Carry and arrange apparatus for use • Perform a range of individual balances • Perform a Log Roll with good tension • Perform a forward roll 	<ul style="list-style-type: none"> • Revisit all aspects of Year 2 • Perform a Log roll with good body tension • Perform a forward roll, FR from elevated surface or dive FR • Perform a backwards roll • Begin to design longer sequences including a 	<ul style="list-style-type: none"> • Revisit forward roll, backwards roll and log roll • Perform a Headstand and how support a headstand • Perform a Handstand and how to support a handstand • Perform a Cartwheel and how to support a cartwheel • Perform an individual 	<ul style="list-style-type: none"> • Revisit forward roll, backwards roll, log roll, headstand, cartwheel and handstand through sequence work • Perform a pairs sequence using mirror and matching balances • Use different timings in a pairs sequence 	<ul style="list-style-type: none"> • Perform pairs sequences including counter balances • Perform group sequences including group balances • Use apparatus to add height and creativity to sequence work • Be able to perform a sequence using

<p>using knees to break the fall</p> <ul style="list-style-type: none"> • Climb ropes • Move under, over, through and around apparatus • Use a variety of methods to travel – skip, jump, hop, balance • Move taking their body weight on their hands 	<p>aid the balance (head, back, etc)</p> <ul style="list-style-type: none"> • Take their weight on their hands (crawling, plank, bridge etc) • Use apparatus to form group balances • Perform balances of various heights on apparatus • Form simple sequences linking a balance and a type of travel • Use wall equipment and ropes to form individual balances • Experiment with ways of balancing upside down 	<p>supported / unsupported</p> <ul style="list-style-type: none"> • Use travels and balances to form simple sequence • Experiment with ways of balancing upside down • Begin to understand what makes an aesthetically pleasing sequence • Able to design and perform their own individual simple sequences • Use a change in height for simple sequences • Use wall equipment and ropes to form individual balances 	<p>range of balances and travels</p> <ul style="list-style-type: none"> • Understand how to link travels and balances smoothly • Understand how to make a sequence aesthetically pleasing • Use apparatus to add variation of height or travel to a sequence • Use a change in height for simple sequences • Use wall equipment and ropes to form individual balances 	<p>sequence that uses an inverted element</p> <ul style="list-style-type: none"> • Plan, perform and repeat longer sequences that include change of speed, level clear shapes and quality movements • Be able to support a partner when completing their inverted element • Use a change in height for simple sequences • Use wall equipment and ropes to form individual balances 	<ul style="list-style-type: none"> • Use different heights and directions in a pairs sequence • Be able to produce pairs balances and counter balances • Be able to produce group balances (3 or more people) • Link group balances into a group sequence • Use wall equipment and ropes to form individual balances 	<p>a variety of timings</p> <ul style="list-style-type: none"> • Be able to perform a tuck, straddle, pike, pencil jumps from elevated surfaces • To be able to land a jump from an elevated surface with no movement • To be able to take off two feet onto a piece of apparatus • Use wall equipment and ropes to form individual, inverted balances • Make up longer, more complex sequences including changes in direction or
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						level and speed.
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Progression of Skills: PE						
Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Make simple shapes with their bodies 	<ul style="list-style-type: none"> • Copy and repeat simple dance movements 	<ul style="list-style-type: none"> • Copy and repeat short 	<ul style="list-style-type: none"> • Copy, repeat and reorder short motifs 	<ul style="list-style-type: none"> • Copy, repeat, remember and add to motifs 	<ul style="list-style-type: none"> • Use taught motifs as a starting point 	<ul style="list-style-type: none"> • Use taught motifs as a starting point

<p>and distinguish between different shapes</p> <ul style="list-style-type: none"> • Travel in a variety of ways showing different rhythms • Copy simple gestures • Describe their own actions using appropriate vocabulary • Remember and perform short phrases of movement • Explore their own movements to communicate an idea • Work cooperatively with a partner • Perform a short dance 	<ul style="list-style-type: none"> • Travel in a variety of ways showing different rhythms and speeds • Copy and then explore simple gestures to communicate an idea • Respond imaginatively to a range of stimuli • Work cooperatively to create simple movement patterns/phrases • Understand what a dance phrase is – a ‘sentence’ of movement • Join together dance phrases to create a simple motif • Practise and repeat their motifs and 	<p>motifs with control</p> <ul style="list-style-type: none"> • Explore their own dance phrases and then sequence them together to create a motif • Begin to use a range of actions to communicate ideas and moods – jumps, turns, freezes (stillness), travels • Being to experiment with dynamics of movements and compare and contrast – e.g strong, fast, slow • Perform actions and movements on different levels 	<ul style="list-style-type: none"> • Improvise freely individually and with a partner in response to stimuli • Create dance phrases using compositional elements to express an idea, mood or a feeling • Incorporate different dynamics into their movements • Explore more complex formations and show an understanding of these in their own compositions • Repeat dance phrases and motifs changing one element- 	<p>taught by the teacher</p> <ul style="list-style-type: none"> • Use images as a stimuli • Continue to incorporate different dynamics into their movements • Use more complex formations independently within a composition • Explore action and reaction movements between characters • Use a range of movement and dance phrases within compositions • Perform dances clearly and fluently, individually and as part of a larger group 	<p>to explore their own ideas and movement phrases</p> <ul style="list-style-type: none"> • Compose dance phrases and motifs in response to a range of stimuli • Adapt and refine the way that they use formation, travelling and compositional elements in their work • Use a range of formations effectively within their work • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension 	<p>to explore their own ideas and movement phrases and change elements of the original motif</p> <ul style="list-style-type: none"> • Confidently use features of a particular dance style e.g. Charleston, Indian • Explore, improvise and choose appropriate material to create new motifs in a chosen dance style • Extend compositional skills incorporating a wider range of dance styles and forms • Compose, develop and
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	<p>perform with confidence</p> <ul style="list-style-type: none"> • Observe each other dancing and comment 	<ul style="list-style-type: none"> • Compose short phrases and motifs in small groups in unison • Perform with confidence and quality movements • Observe each other dancing and comment using taught vocabulary • Being to use comments to improve their work 	<p>speed, level, order, direction</p> <ul style="list-style-type: none"> • Begin to use canon • Interpret rhythm well • Perform dances with expression, gestures and travels • Use a growing dance vocabulary to make appropriate suggestions about how work could be improved • Recognise and talk about the movements used and the expressive qualities of dance. 	<ul style="list-style-type: none"> • Use a range of dance vocabulary to describe, interpret and evaluate a dance 	<p>and continuity when working on their own, with a partner and in a group</p> <ul style="list-style-type: none"> • Show features of a particular dance style e.g. African, rock and roll • Remember, practice and refine more complex dance phrases and motifs • Plan and perform dances confidently • Recognise and comment on dances, showing and understanding of style and suggest ways to improve their own and others work. 	<p>adapt motifs to make dance phrases and use these in longer dances</p> <ul style="list-style-type: none"> • Plan and perform dances showing precision, control and fluency
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Progression of Skills: PE

Athletics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Explore moving in a variety of ways • Jump from two feet and land on two feet • Change direction to avoid obstacles 	<ul style="list-style-type: none"> • Revisit all aspect of the EYFS • Jump in a variety of ways • Jump onto and around targets with increasing accuracy 	<ul style="list-style-type: none"> • Revisit all aspect of Year 1 • Jump forward and backwards in variety of ways with increasing accuracy • Choose when to run and 	<ul style="list-style-type: none"> • Re visit all aspects of year 2 – body control and movement • Be able to run for short periods of time and show a difference 	<ul style="list-style-type: none"> • Re visit all aspects of year • Understand the difference between sprinting and running for long periods • Understand the basics of relay 	<ul style="list-style-type: none"> • Choose the best pace for a running event • Show control at take off in jumping activities • Link running and throwing moves 	<ul style="list-style-type: none"> • Show accuracy and good technique when throwing for distance • Explore different types of running – strides, lengths, speeds

<ul style="list-style-type: none"> • Travel over low obstacles using stepping and jumping • Throw an object with increasing control • Adjust speed when playing racing and chasing games 	<ul style="list-style-type: none"> • Land on two and one feet when jumping • Travel over low obstacles with increasing control • Run at different speeds and change direction • Throw underarm and overarm • Recognise when their heart rate, breathing and temperature have changed 	<p>when to jump over an obstacle</p> <ul style="list-style-type: none"> • Link running and jumping • Change speed when running • Change direction when running showing increasing control • Run at fast, medium and slow speeds • Take part in a relay activity knowing when to run and what to do • Throw underarm and overarm • Choose the best technique when throwing for accuracy and when throwing for distance 	<p>between running at speed and jogging</p> <ul style="list-style-type: none"> • Demonstrate a range of throwing actions – right handed, left handed, overarm, underarm, two handed. • Throw with increasing accuracy and coordination into targets at various distances • Be able to perform basic jumps - one foot to two feet, two to two with increasing control • Show control in performances • Know the difference between 	<p>racing and baton passing</p> <ul style="list-style-type: none"> • Know and demonstrate a range of throwing techniques with different equipment (Slingshot, Pushing, Pulling actions) • Perform a range of jumps • Link running and jumping moves together more fluently into a take off • Begin to play the role of an official; timer, measuring, and starter • Be able to suggest with guidance a target for improvement for distance or height 	<p>together more fluently for effective release</p> <ul style="list-style-type: none"> • Understand how stamina and power help people to perform well in different athletics activities • Identify good athletic performance and explain why it is good, using agreed criteria • Be able to suggest with guidance a target for improvement for distance or height 	<ul style="list-style-type: none"> • Be able to successfully transfer a baton in a relay using take over distances • Investigate different starting techniques • Know the principles for gaining height and distance in jumping and be able to mark out their run up. • Identify good athletic performance and explain why it is good, using agreed criteria • Be able to suggest a target for improvement for distance, height or time
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		<ul style="list-style-type: none">• Recognise when their heart rate, temperature and breathing rate have changed	<p>jumping high and jumping long</p> <ul style="list-style-type: none">• Link running and jumping movements together• Be able to describe different, running, jumping and throwing actions• Can describe what they have done and whether it was successful			
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Progression of Skills: PE		
Games		
EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Throw various objects under arm into targets • Throw objects understanding the feel and timing required release an object • Travel with a ball of differing sizes in their hands and change direction at speed carrying the ball • Travel with a ball at their feet and manipulate the ball around objects • Move and bounce a ball with a low level of accuracy; starting with two hands and progressing to a single hand. • Use two hands to catch a large ball thrown to them by a peer over a short distance 	<ul style="list-style-type: none"> • Roll a ball using one and two hands with some accuracy and speed • Pass a ball to team mate using an under arm throw • Understand that underarm throws are for short distances • Be able to recall the 3 aspects of a perfect pass – communication, eye contact, showing a target • Be able to choose a target to aim at and send equipment to that target accurately • Be able to travel with a ball past a defender using a variety of dribbles (feet and hands) • Send a ball past a defender and sometimes it is received by a team mate 	<ul style="list-style-type: none"> • Re-visit all the aspects of Year 1 • Pass under arm and catch from short to medium distances with a variety of balls • Introduce an over arm throw for distance • Throw and catch in a stationary position and whilst on the move • Teach piggy in the middle (3v1) and how to keep the ball away from a defender • Move in groups of 3 keeping a triangular shape, passing and receiving a ball with a degree of accuracy

- To develop the concept of space, and know what movements to use to create space

- Be able to manipulate a ball using hands/feet and move it into space
- Catch a ball that is thrown by a team mate from a short distance
- Be able to pass a ball around a defender using at least three people
- Decide where to stand to make it difficult for their opponents
- Choose different ways of hitting, throwing, striking or kicking a ball.
- Be able to hit a ball with different equipment showing some control.
- Be able to skip using a variety of equipment
- Be able to copy and repeat actions
- Describe what they and others are doing.
- Describe how their body feels during games

- To know the difference between when they are attacking and when they are defending.
- Use disguise to pass a ball to evade a defender
- Develop aiming skills through rolling, kicking and throwing
- Move around a space using a diamond shape and passing a ball with hands and feet.
- Create games with scoring systems and describe rules to others
- Describe what they and others are doing.
- Describe how their body feels during games

Progression of skills: PE

Invasion Games

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Introduce formal sports such as Tag Rugby, Football, Netball, Basketball, Hockey • Dribbling with a ball using the appropriate method • Evade defenders that have limited movement as an individual • Evade defenders that have limited movement as a pair 	<ul style="list-style-type: none"> • Continue to build on individual's abilities in formal sports taught as per the school curriculum • Develop the ability of the learner's abilities on their non-dominant side • Play 3v2 /2v3 and 4v3 / 3v4 versions of the games • Allow learners to referee each other in small games 	<ul style="list-style-type: none"> • Continue to build on individual's abilities in formal sports taught as per the school curriculum • Develop the ability of the learner's abilities on their non-dominant side • Play 3v3 / 4v4 and 5v5 / 5v3 versions of the games • Allow learners to referee each other in small games 	<ul style="list-style-type: none"> • Learners to develop a skills practise in each of the formal sports learnt. • These practise include: • Develop dodging skills to evade a defender • Pass with accuracy and consistency • Develop scoring techniques • Develop repetitive passing to advance the ball forward with speed and accuracy • Develop skills to intercept / tackle an opponent

<ul style="list-style-type: none">• Be able to send a ball to a team mate with the appropriate technique• Develop dexterity and consistency of receiving and passing skills• Introduce the correct techniques for shooting in specific sports• Play 2v2, 3v1, 4v2 versions of games• Teach how to set up small sided games and how to make equal matches and what to do when they are not equal		<ul style="list-style-type: none">• Focus on developing accuracy and consistency across all required skills in the selected sports• With increased number teach how to create space, how to gang up on defenders and overload them.• Teach the importance of keeping away from the ball in order to be in a space to receive it	<ul style="list-style-type: none">• Play 4v4, 5v5, 6v6 versions of the games• Allow learners to referee their peers• Hold intra form competitions in line with level 1 school games
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Progression of skills: PE

Net and Wall

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Throw a ball underarm and overarm towards a target • Accurately roll and throw a ball towards a target • Drop feed a ball to themselves and wait for it to bounce before hitting it • Hit the ball from the stronger side of their body with two hands and one hand • Begin to move their feet around the ball so that they can play a forehand 	<ul style="list-style-type: none"> • Throw a ball over a net and aim for a target with accuracy • Throw a ball with accuracy into a space to beat an opponent • Throw a ball over the net for their partner to hit • Hit a forehand with one hand • Begin to hit from the weaker side by moving the racket across the body (backhand) • Start a rally by hitting an underarm forehand serve • Work with a partner to sustain a short rally • Move their feet around the ball so that they can play a forehand • Play games that involve hitting a target 	<ul style="list-style-type: none"> • Feed accurately to a partner using underarm throws • Use forehand, backhand and overhead shots with increasing accuracy • Begin to serve overarm • Begin to hit volleys • Show some accuracy in the placement of shots • Begin to use slice, smash and topspin shots and differentiate between them • Rally with a partner playing shots from both sides of their body • Move around the court and cover space when needed • Play short tennis using some of the rules • Play Bisi Badminton using some of the rules • Keep a ball or balloon in play with their hands when playing volleyball 	<ul style="list-style-type: none"> • Feed accurately to a partner using underarm throwing and then with a racket • Use a wide range of shots including forehand, backhand, overhead clear, smash, drop shot, dig and volley • Use slice and topspin shots more accurately • Serve underarm and overhead • Show more accuracy in their placement of shots • Look for space on the opposition side • Keep a rally going for a sustained period of time • Begin to play lobs and drop shots accurately • Play a full game of short tennis or Badminton • Demonstrate confident footwork around the court • Demonstrate spatial awareness when playing doubles or as part of a team in volleyball

Progression of skills: PE

Striking and fielding

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Understand the importance of feet when aiming for every shot • Play small sided games maintaining their own score • Be able to choose tactics to suit a situations in a game • Know the rules of some small sided games • Work co-operatively with a group when playing a game • Know how to warm their bodies up and what is happening to their body 	<ul style="list-style-type: none"> • Be able to hit a bowled ball • Collect, Stop and intercept a ball with increasing efficiency • Throw a ball with some accuracy from a distance. • Be able to putt a ball over varying distances • Be able to chip a ball over obstacles • Play a variety of game using different skills and equipment • Make tactical decisions • Explain what happens to their bodies whilst they work and how this varies with different games 	<ul style="list-style-type: none"> • Can perform underarm and overarm throwing showing correct technique. • Can catch a ball from a close and far away distance • Can strike a bowled ball forwards using tactics for placement • Can perform a basic overarm bowl • Can perform a basic underarm bowl • Can decide which shot to use in golf • Know how to set up small sided games in Cricket, Rounders & Golf • Know different positions within games and understand their role in batting and fielding 	<ul style="list-style-type: none"> • Can strike a bowled ball • Use a range of fielding skills with growing control and consistency; Work collaboratively in pairs, group activities and small sided games; Use and apply the basic rules consistently and fairly; • Understand and implement a range of tactics in games; • Recognise the activities and exercises that need including in a warm up and cool down; • Identify their own strengths and suggest practices to help them improve

Progression of skills: PE

OAA

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Working in large and small groups; • Undertake a range of team building activities; E.g Bench cooperation game (ordering, passing equipment) • Cross the river - single or double mat travel • Murder mystery (Cluedo under cones), • Communication games - blindfolded sheep • Use the Plan – Do – Review process effectively in a team situation • Know how to share ideas equally within a team • Understand how to communicate effectively with team members 	<ul style="list-style-type: none"> • Team building recap • Complete orienteering courses e.g Picture orienteering; Playground and full school. Map orienteering; Hall, Playground, full school jigsaw • Able to orientate a map • Work in a three to find and record markers • Use pictures and maps to locate markers 	<ul style="list-style-type: none"> • Team building recap • Map work recap – full school jigsaw • Complete orienteering courses: <ul style="list-style-type: none"> - Playground - Hall - Field - Whole school • Use variety of orienteering styles; number order, words, code breaking • Find solutions to problems and challenges • Produce own school maps with relevant key 	<ul style="list-style-type: none"> • Team building recap • Full school orienteering activity – Whole school / codebreakers • Compass work – how to use a compass, follow coordinates • Make letters using a compass coordinates • Adapt quickly and safely to new situations/environments • Plan, devise and implement strategies to complete their task • Using a compass to navigate around the playground • Using a compass to navigate around the school site • Off site orienteering course • Design and deliver own orienteering course

<ul style="list-style-type: none">• Find ways to resolve conflicts of opinions in team activities			
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Progression of skills: PE
Swimming
End of Key Stage 2

- Swim between 20 and 100 meters
- Swim for a minimum of 45 seconds using one stroke
- Swim using three different strokes on front and back
- Swim whilst controlling breathing
- Swim confidently and fluidly both on the surface and underwater
- Work well in groups to solve problems and challenges
- Pace swimming to ensure they can meet all challenges
- Enter the water safely in a variety of ways including pencil jump, straddle jump, and for more confident children seated dive and standing dive
- Suggest activities and practices to help improve their own performance