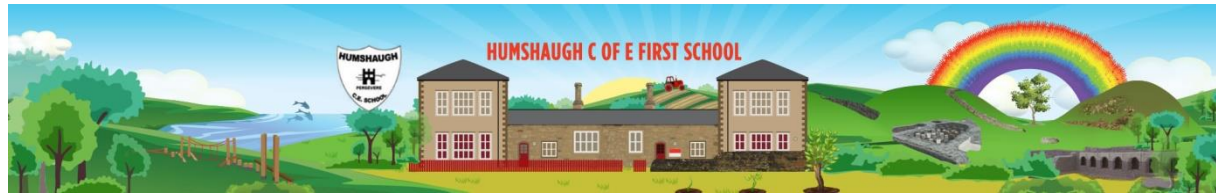


PE Curriculum Progression of Skills



What will a Humshaugh First School Sports Person look like?		
	At the end of Year 2 they will have the following knowledge:	At the end of Year 4 they will begin to have the following knowledge:
Being a Humshaugh First School Sportsperson	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 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.
Knowledge	At Key Stage 1, pupils at Humshaugh First School are taught to: <ul style="list-style-type: none"> • 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 	
	At Lower Key Stage 2, pupils at Humshaugh First School are taught to: <ul style="list-style-type: none"> • 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 	

PE Curriculum Progression of Skills

	<ul style="list-style-type: none"> • 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
	<p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</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 [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations

Progression of key skills from Y1 – Y4

	Games	Gymnastics	Dance	Athletics	Outdoor and adventurous
End of Year 1	To throw underarm. To hit a ball with appropriate equipment. To move and stop safely. To throw and kick in different ways. To catch a ball.	To make my body curled, tense, stretched and relaxed. To control my body when travelling and balancing. To copy sequences and repeat them. To roll, curl, travel	To move to music. To copy dance moves. To perform my own dance moves. To make up a short dance. To move safely in a space.	To run at different Speeds. To explore basic jumps and land safely. To explore basic throws. To stop effectively.	

PE Curriculum Progression of Skills

		and balance in different ways. To travel moving safely in space.			
End of Year 2	<p>To use hitting, kicking and/or rolling in a game.</p> <p>To decide the best space to be in during a game.</p> <p>To use a tactic in a game.</p> <p>To follow basic rules of a game.</p> <p>To catch differing balls with increased consistency.</p>	<p>To plan and perform a sequence of movements.</p> <p>To improve my sequence based on feedback.</p> <p>To think of more than one way to create a sequence.</p> <p>To work on my own and with a partner.</p>	<p>To change rhythm, speed, level and direction in my dance.</p> <p>To dance with control and coordination.</p> <p>To make a sequence by linking sections together.</p> <p>To use dance to show a mood or feeling.</p>	<p>To run with increased control at different speeds.</p> <p>To jump with more control exploring different distances.</p> <p>To throw with awareness of distance.</p>	
End of Year 3	<p>To throw and catch with control.</p> <p>To be aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>To know and use rules fairly understanding why they are</p>	<p>To adapt sequences to suit different types of apparatus and criteria.</p> <p>To work in a controlled and safe way.</p> <p>To compare and contrast gymnastic sequences.</p>	<p>To improvise freely and translate ideas from a stimulus into movement.</p> <p>To share and create phrases with a partner and small group.</p> <p>To repeat, remember and</p>	<p>To run at fast, medium and slow speeds; changing speed and direction.</p> <p>To take part in a relay, remembering when to run and what to do.</p> <p>To explore different</p>	<p>To complete a treasure style outdoor challenge.</p> <p>To follow outdoor safety rules.</p>

PE Curriculum Progression of Skills

	necessary.	To perform a sequence with four or more movements.	perform phrases.	throws using different techniques. To practise a standing long jump.	
End of Year 4	<p>To catch with one hand.</p> <p>To throw and catch accurately.</p> <p>To hit a ball accurately with control.</p> <p>To keep possession of the ball.</p> <p>To be aware of defending and attacking.</p>	<p>To work at different levels, speeds and directions in a controlled way.</p> <p>To include change of speed and direction.</p> <p>To include a range of shapes.</p> <p>To work with a partner to create, repeat and improve a sequence with 8 or more movements.</p>	<p>To take the lead when working with a partner or group.</p> <p>To use dance to communicate an idea.</p> <p>To create longer sequence.</p>	<p>To run over a long distance.</p> <p>To sprint over a short distance, thinking about track relevance.</p> <p>To throw in different ways.</p> <p>To hit a target.</p> <p>To jump in different ways - exploring foot patterns.</p>	<p>To follow a very basic map in a familiar context.</p> <p>To follow a route within a time limit.</p>

PE Curriculum Progression of Skills

Concepts in Physical Education

At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts in PE:	At the end of Lower Key Stage 2, the pupils will have started to develop an understanding of the following concepts in PE:
<p>Pupils should be able to:</p> <ul style="list-style-type: none">• Develop fundamental movement skills such as agility, balance and coordination.• To master basic movements in isolation and with others.• Demonstrate running, jumping, throwing and catching.• Begin to participate in simple competitive situations.• Demonstrate simple movement patterns.	<p>Pupils will be able to explain and demonstrate a broad range of skills:</p> <ul style="list-style-type: none">• To be able to confidently and competently perform actions that lead to detailed sequences of movement.• To be able to communicate and collaborate effectively.• To enjoy competition.• To be able to evaluate their own performance in order to improve their own skills.