


Felbridge Primary School – Physical Education Skills Progression

N.B. At Felbridge we offer a physical education curriculum that has the child at its core, which aims to ensure all children are physically literate when leaving in year 6. Because of this, in each PE lesson many children will not be working at the objective that is in their year group. Some may be working above this and others towards this. We firmly believe that in PE a ‘stage not age’ approach is fundamental to placing the child at its core and ensuring high quality, purposeful physical education.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		National Curriculum: Pupils should be 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 		National Curriculum: Pupils should be 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 • 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. 			
Knowledge Progression	<ul style="list-style-type: none"> • I understand that my body feels different when I exercise. • I understand that there are different ways that we can move. 	<ul style="list-style-type: none"> • I understand that games have rules, and these are what make them enjoyable. • I understand that exercise can help to keep me healthy. • I understand that skills are learnt through practice and I must persevere to achieve these. • I understand that my breathing gets heavier when I exercise. 		<ul style="list-style-type: none"> • I understand the concepts of attacking and defending. • I understand how changing tactics can benefit certain game scenarios. • I understand that my heart beats faster and my breathing increases when I exercise because • I understand that receiving feedback can help me develop my skills and practice. 		<ul style="list-style-type: none"> • I understand how to work as a team to attack and defend effectively. • I understand that my heart beats faster when I exercise as my muscles need more oxygen • I understand how to give and receive feedback sensitively. • I understand how to motivate others. 	
Objectives covered through these areas / contexts of sport & fitness	<ul style="list-style-type: none"> • Multiskills • Dance • Gymnastics • Handball • Athletics • Football 	<ul style="list-style-type: none"> • Multiskills • Dance • Gymnastics • Handball • Athletics • Football 	<ul style="list-style-type: none"> • Multiskills • Dance • Gymnastics • Handball • Athletics • Football 	<ul style="list-style-type: none"> • Netball • Football • Dance • Basketball • Gymnastics • Orienteering • Handball • Hockey • Tennis • Athletics • Tri-Golf • Rounders 	<ul style="list-style-type: none"> • Netball • Dance • Gymnastics • Football • Rugby • Orienteering • Volleyball • Lacrosse • Tennis • Athletics • Kabaddi • Cricket 	<ul style="list-style-type: none"> • Netball • Football • Dance • Basketball • Gymnastics • Orienteering • Handball • Hockey • Tennis • Athletics • Tri-Golf • Rounders 	<ul style="list-style-type: none"> • Netball • Football • Dance • Rugby • Gymnastics • Orienteering • Volleyball • Lacrosse • Tennis • Athletics • Kabaddi • Cricket

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		<ul style="list-style-type: none"> I enjoy working on simple tasks with help. 	<ul style="list-style-type: none"> I can follow instructions, practice safely and work on simple tasks by myself. 	<ul style="list-style-type: none"> I try several times if at first I don't succeed and I ask for help when appropriate. 	<ul style="list-style-type: none"> I know where I am with my learning and I have begun to challenge myself. 	<ul style="list-style-type: none"> I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. 	<ul style="list-style-type: none"> I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. 	<ul style="list-style-type: none"> I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.
Autumn 2		<ul style="list-style-type: none"> I can play with others and take turns and share with help. 	<ul style="list-style-type: none"> I can work sensibly with others, taking turns and sharing. 	<ul style="list-style-type: none"> I can help praise and encourage others in their learning. 	<ul style="list-style-type: none"> I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. 	<ul style="list-style-type: none"> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. 	<ul style="list-style-type: none"> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. 	<ul style="list-style-type: none"> I can involve others and motivate those around me to perform better.
Spring 1		<ul style="list-style-type: none"> I can follow simple instructions. 	<ul style="list-style-type: none"> I can understand and follow simple rules and can name some things I am good at. 	<ul style="list-style-type: none"> I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. 	<ul style="list-style-type: none"> I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. 	<p>I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.</p>	<ul style="list-style-type: none"> I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. 	<ul style="list-style-type: none"> I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.
Spring 2		<ul style="list-style-type: none"> I can observe and copy others. 	<ul style="list-style-type: none"> I can explore and describe different movements. 	<ul style="list-style-type: none"> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. 	<ul style="list-style-type: none"> I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. 	<ul style="list-style-type: none"> I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. 	<ul style="list-style-type: none"> I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. 	<ul style="list-style-type: none"> I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
Summer 1		<ul style="list-style-type: none"> I can move confidently in different ways. 	<ul style="list-style-type: none"> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. 	<ul style="list-style-type: none"> I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. 	<ul style="list-style-type: none"> I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. 	<ul style="list-style-type: none"> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. 	<ul style="list-style-type: none"> I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations. 	<ul style="list-style-type: none"> I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.
Summer 2		<ul style="list-style-type: none"> I am aware of the changes to the way I feel when I exercise. 	<ul style="list-style-type: none"> I am aware of why exercise is important for good health. 	<ul style="list-style-type: none"> I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. 	<ul style="list-style-type: none"> I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. 	<ul style="list-style-type: none"> I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. 	<ul style="list-style-type: none"> I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. 	<ul style="list-style-type: none"> I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.
	Swimming			<p>Swimming is delivered by an outside provider; Puffins for children in years 2-4</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 				