



CARING, INSPIRING ACHIEVING

Skills Progression at Holtspur School - PE

Real PE - Cogs

Skills	Y1	Y2	Y3	Y4	Y5	Y6
Personal	Stay on task with help I enjoy working on simple tasks with help. Keep trying I try several times if at first I don't succeed and I ask for help when appropriate.	Stay on task I can follow instructions, practise safely and work on simple tasks by myself. Keep trying I try several times if at first I don't succeed and I ask for help when appropriate.	Take control I know where I am with my learning and I have begun to challenge myself.	Take control I know where I am with my learning and I am able to challenge myself.	Consistently try to improve I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice. Embrace challenge I see all new challenges as opportunities to learn and develop.	Take responsibility for my learning I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. Embrace challenge I recognise my strengths and weaknesses and can set myself appropriate targets.
Social	Help and encourage I can play with others, take turns and share with help. Understand others I can work sensibly with others, taking turns and sharing.	Help and encourage I can help, praise and encourage others in their learning.	Work well with others I show patience and support others, listening carefully to them about our work.	Work well with others I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	Organise and guide others 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. Improve others I can give and receive sensitive feedback to improve myself and others.	Lead others I can involve others and motivate those around me to perform better. Improve others I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.
Cognitive	Follow instructions I can follow simple instructions.	Recognise and order	Explain why I can understand the simple tactics of	Explain why I can understand the simple tactics of	Describe how to improve	Make good decisions

	Observe and describe I can understand and follow simple rules. I can name some things I am good at.	I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	attacking and defending.	attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	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.	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. Analyse performance 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.
Creative	Observe and copy I can observe and copy others. Explore and describe I can explore and describe different movements.	Compare and develop I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	Recognise and Respond I can make up my own rules and versions of activities.	Recognise and Respond I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	Refine and change 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.	Express, adapt and adjust 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. Variety and disguise I can effectively disguise what i am about to do next. I can use variety and creativity to engage an audience.
Applying Physical	Travel in different ways I can move confidently in different ways. Perform single skills	Perform simple sequences I can perform a range of skills with some control and consistency.	Perform with control I can perform and repeat longer sequences with clear shapes and controlled movement.	Perform with control I can perform and repeat longer sequences with clear shapes and controlled movement.	Link with quality I can perform a variety of movements and skills with good body tension. I can link actions together so that	Apply with consistency I can effectively transfer skills and movements across a range of activities and

	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	I can perform a sequence of movements with some changes in level, direction or speed.		I can select and apply a range of skills with good control and consistency.	they flow in running, jumping and throwing activities.	sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. Combine with fluency I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.
Health and Fitness	Describe simple changes I am aware of the changes to the way I feel when I exercise. Explain benefits of exercise I am aware of why exercise is important for good health.	Explain benefits of exercise I am aware of why exercise is important for good health. Practise safely I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.	Explain why I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.	Explain how to exercise 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.	Plan my own fitness 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.	Prepare myself for activity I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Sports

Skills	Y1	Y2	Y3	Y4	Y5	Y6
Dance	• Respond to a range of stimuli and types of music. • Explore space, direction, levels and speeds. • Experiment creating actions and performing movements with different body parts. • Able to build simple movement patterns from given actions. • Compose and link actions to make simple movement phrases. • Respond appropriately to supporting concepts such as canon and levels.	• Describe and explain how performers can transition and link shapes and balances. • Perform basic actions with control and consistency at different speeds and on different levels. • Challenge themselves to move imaginatively responding to music. • Work as part of a group to create and perform short movement sequences to music. • Perform using more sophisticated formations as well as an individual. • Explore relationships through different dance formations. • Explain the importance of emotion and feeling in dance. • Use the stimuli to copy, repeat and create dance actions and motifs.	• Practise different sections of a dance aiming to put together a performance. • Perform using facial expressions. • Perform with a prop. • Building stylistic qualities through repetition and applying movement to own bodies. • Building basic creative choreography skills in travelling, dynamics and partner work.	Work to include freeze frames in routines. • Practise and perform a variety of different formations in dance. • Develop a dance to perform as a group with a set starting position. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.	• Perform different styles of dance fluently and clearly. • Refine & improve dances adapting them to include the use of space rhythm & expression. • Worked collaboratively in groups to compose simple dances. • Recognise and comment on dances suggesting ideas for improvement. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.	• Work collaboratively to include more complex compositional ideas • Develop motifs and incorporate into self-composed dances as individuals, pairs & groups • Talk about different styles of dance with understanding, using appropriate language & terminology • Developing group devices and greater use of teamwork. • Demonstrating narrative through contact and relationships • Showing tension through
Gymnastics	• Identify and use simple gymnastics actions and shapes. • Apply basic strength to a range of gymnastics actions. • Begin to carry simple apparatus such as mats and benches. • To recognise 'like' actions and link them. • To perform a variety	• Describe and explain how performers can transition and link gymnastic elements. • Perform with control and consistency basic actions at different speeds and on different levels. • Challenge themselves to develop strength and flexibility.	• Modify actions independently using different pathways, directions and shapes. • Consolidate and improve the quality of movements and gymnastics actions. • Relate strength and flexibility to the actions and movements they are performing.	• To become increasingly competent and confident to perform skills more consistently. • Able to perform in time with a partner and group. • Independently use compositional ideas in sequences such as	• Create longer and more complex sequences and adapt performances. • Take the lead in a group when preparing a sequence. • Develop symmetry individually, as a pair and in a small group. • Compare performances and	• Lead group warm-up showing understanding of the need for strength and flexibility. • Demonstrate accuracy, consistency, and clarity of movement. • Work independently and in small groups to make up own sequences.

	of basic gymnastics actions showing control. • To introduce turn, twist, spin, rock and roll and link these into movement patterns. • To perform longer movement phrases and link with confidence.	• Create and perform a simple sequence that is judged using simple gymnastic scoring. • Develop body management through a range of floor exercises. • Use core strength to link recognised gymnastics elements, e.g., back support and half twist. • Attempt to use rhythm while performing a sequence.	• To use basic compositional ideas to improve sequence work. • Identify similarities and differences in sequences. • Develop body management over a range of floor exercises. • Attempt to bring explosive moves into floor work through jumps and leaps. • Show increasing flexibility in shapes and balances.	changes in height, speed and direction. • Develop an increased range of body actions and shapes to include in a sequence. • Define muscles groups needed to support the core of their body. • Refine taking weight on small and large body parts, for example, hand and shoulder.	judge strengths and areas for improvement. • Select a component for improvement. For example - timing or flow. • Take responsibility for own warm-up including remembering and repeating a variety of stretches. • Perform more complex actions, shapes and balances with consistency. • Use information given by others to improve performance.	• Arrange own apparatus to enhance work and vary compositional ideas. • Experience flight on and off of high apparatus. • Perform increasingly complex sequences. • Combine own ideas with others to build sequences. • Compose and practise actions and relate to music. • Show a desire to improve across a broad range of gymnastics actions.
Athletics	• Pupils will begin to link running and jumping. • To learn and refine a range of running which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances. • Increase stamina and core strength needed to undertake athletics activities. • Take part in a broad range of opportunities to extend strength, balance, agility and coordination. • Cooperate with others to carry out more complex tasks.	• Develop power, agility, coordination and balance over a variety of activities. • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. • Can negotiate obstacles showing increased control of body and limbs. • Improve running and jumping movements, work for sustained periods of time. • Reflect on activities and make connections between a healthy active lifestyle. • Experience and improve on jumping for distance and height.	• Control movements and body actions in response to specific instructions. • Demonstrate agility and speed. • Jump for height and distance with control and balance. • Throw with speed and power and apply appropriate force.	• Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. • Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.	• Sustain pace over short and longer distances such as running 100m and running for 2 minutes. • Able to run as part of a relay team working at their maximum speed. • Perform a range of jumps and throws demonstrating increasing power and accuracy.	• Become confident and expert in a range of techniques and recognise their success. • Apply strength and flexibility to a broad range of throwing, running and jumping activities. • Work in collaboration and demonstrate improvement when working with self and others. • Accurately and confidently judge across a variety of activities.
Invasion Games	• To practice basic movements including running, jumping, throwing and catching. • To begin to engage	• Can send a ball using feet and can receive a ball using feet.	<u>Hockey and Football</u> • To perform some basic invasion games	<u>Rugby and Netball</u> • Show increases confidence and perform with more	<u>Football and Hockey</u> • Use strength, agility and coordination when defending.	<u>Rugby and Netball</u> • Apply aspects of fitness to the game such as power,

	in competitive activities. • To experience opportunities to improve agility, balance and coordination. • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. • Preparing for, and explaining the reasons why we enjoy exercise.	• Refine ways to control bodies and a range of equipment. • Recall and link combinations of skills, e.g. dribbling and passing. • To select and apply a small range of simple tactics. • Recognise good quality in self and others. • To work with others to build basic attacking play.	skills, passing and dribbling. • To build attacking/offensive play. • Able to show basic control skills including sending and receiving the ball. • To send the ball with some accuracy to maintain possession and build attacking play. • Able to implement basic rules of modified games. • Develop motor skills to handle sticks with ease and improve agility. • Show basic skills to maintain possession. • Use space efficiently to build an attack. • Link skills to perform as a team.	consistency a selection of basic skills such as passing and catching. • Develop a wider range of ball handling skills. • Use footwork rules in a game situation and explore basic marking. • Passing over longer distance. • Moving towards the ball to receive the pass. • Pass and move with the ball as a team to build attacks. • Apply a small range of tactics in a competitive situation. • Demonstrate increased speed and endurance during game play. • Evaluating skills, tactics and teamplay to aid improvement.	• Increase power and strength of passes, moving the ball accurately in a variety of situations. • Select and apply a range of tactics and techniques and play with consistency. • To play effectively in a variety of positions and formations on the pitch. • Relate a greater number of attacking and defensive tactics to gameplay. • Become more skilful when performing movements at speed. • Select and apply appropriate skill in a game situation. • Play effectively as a team in defence taking individual responsibility for your role.	strength, agility and coordination. • Choose and implement a wider range of strategies to play defensively and offensively. • Grasp more technical aspects of the game. • Observe, recognise and analyse good individual and team performances. • Suggest, plan and lead simple drills for given skills. • Combine and perform more complex skills at speed in games. • Use set plays in game situation and explain when and why they are used. • Switch effectively as a team between defence and attack.
Net/ Wall Games	• Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return it. • Sending and returning a variety of balls/objects such as balloons and beachballs. • Track, intercept and stop a variety of objects such as balls and beanbags. • Select and apply skills.	• Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using hands and racquets with some consistency • Play modified net/wall games throwing, catching and sending over a net • Be able to make it difficult for their opponent to score a point. • Begin to choose specific tactics appropriate to the situation.	<u>Tennis</u> • Identify and describe some rules of net/wall games. • Serve to begin a game. • Explore forehand hitting. • Play with some understanding of modified court boundaries.	<u>Badminton</u> • Explore and use different shots with both the forehand and backhand. • Demonstrate different net/wall skills. • Work to return the serve. • Demonstrate different court positions in gameplay.	<u>Tennis</u> • Use different types of serves in-game and new shots learnt in games. • Play with others to score and defend points in competitive games. • Move confidently around the playing area using footwork techniques. • Develop further ways of playing with others cooperatively and in competition. • Introduce Volley shots and Overhead shots.	<u>Badminton</u> • Develop a wider range of shots. • Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. • Play with fluency with a partner in doubles/partner scenarios. • Develop backhand shots. • Begin to use full scoring systems. • Continue developing doubles play and tactics to improve.

		• Improve agility and coordination and use in a game.			• Further, explore Tennis service rules.	
Striking and Fielding Games	• Able to hit objects with hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects. • Develop sending and receiving skills to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics.	• To develop hitting skills with a variety of bats. • Practice feeding/bowling skills. • Hit and run to score points in games. • Work on a variety of ways to score runs in the different hit, catch, run games. • Attempt to work as a team to field. • Begin to play the role of wicketkeeper or backstop	<u>Cricket</u> • To be able to adhere to some of the basic rules of cricket of striking and fielding games. • To develop a range of skills to use in isolation and a competitive context. • To use basic skills with more consistency including striking a bowled ball. • Work cooperatively with others to complete fielding tasks.	<u>Rounders</u> • To develop the range of striking and fielding skills they can apply in a competitive context. • Choose and use a range of simple tactics in isolation and in a game context. • Consolidate existing skills and apply with consistency. • Strike to ball with intent, use decision making attempt direction.	<u>Cricket</u> • Link together a range of skills and use in combination. • Collaborate with a team to choose, use and adapt rules in games. • Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance. • Develop retrieving and returning the ball.	<u>Rounders</u> • Apply with consistency standard rules in a variety of different styles of games. • Attempt shots in isolation and in competitive scenarios. • Use a range of tactics for attacking and defending in the role of the batter and fielder.
Outdoor and Adventurous Activity Link to position and direction in Maths and Geography	• Use thinking skills to follow multi step instructions. • Solve more challenging problems as an individual. • Comprehend that one thing can represent another. • Take part in activities with increasing challenge to build confidence.	• Use searching skills to find given items from clues and pictures. • Work as a pair to navigate space. • Use and explore unusual equipment to develop coordination, problem-solving and motor skills. • Use adventure playground.	• Work with others to solve problems. • Describe their work and use different strategies to solve problems. • Lead others and be led – on adventure playground. • Differentiate between when a task is competitive and when it is collaborative.	• Work well in a team or group within defined and understood roles. • Plan and refine strategies to solve problems. • Identify the relevance of and use maps, compass and symbols. • Identify what they do well and suggest what they could do to improve.	• Explore ways of communicating in a range of challenging activities. • Navigate and solve problems from memory. • Develop and use trust to complete the task and perform under pressure.	• Use information given by others to complete tasks and work collaboratively. • Undertake more complex tasks – use a compass and create maps of the school (indoor and outdoor). • Take responsibility for a role in a task. • Use knowledge of PE and physical activities to suggest design ideas & amendments to games.
Swimming				<u>Beginner</u> • Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently. <u>Intermediate</u>		

				•Swim over greater distances, between 10 & 20 meters with confidence in shallow water. • Begin to use basic swimming techniques including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges. <u>Advanced</u> • Bring control and fluency to at least two recognised strokes. • Implement good breathing technique to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke.
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