

**Bitterne CE Primary School**

**Progression of Skills for Physical Education**



**Thank you for viewing Bitterne CE Primary School's document for the Progression of Skills for Physical Education.  
This document is in line with age expectations for the 2014 National Curriculum.**

The progression starts with the most basic skills, moving up to what the expectations are for a child leaving Year 6.

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**Version 1**

The following statements are taken from the 'Physical education programmes of study: key stages 1 and 2', and have led to the development of the key areas of assessment used at Bitterne CE Primary School:

### **Key Stage 1**

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.

### **Key Stage 2**

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.

The following table details the requirements of the National Curriculum as well as the progression in learning across the Key Stages under key headings identified within the new curriculum.

The Key Stage statements of 'what children should achieve' at each Key Stage are shown in black. Reference to 'what pupils should be taught' is shown in red (KS1), blue (LKS2) and green (UKS2).

Progression is more evident in some areas than in others.

Over a phase, teachers should use the PE units to develop evidence for children across the below statements.

End of Key Stage assessment	KS1			LKS2			UKS2		
	WT	Expected	Greater Depth	WT	Expected	Greater Depth	WT	Expected	Greater Depth
Movement	Develop fundamental movement skills, becoming increasingly confident and competent			Continue to apply and develop a broader range of skills					
	Has begun to perform basic movements such as: running, jumping, throwing, and catching	Has mastered performing basic movements such as: running, jumping, throwing, and catching	Has expressed or shown ability to support others in movements, including: running, jumping, throwing, and catching	Has begun to use running, jumping, throwing, and catching in isolation	Has mastered when to use running, jumping, throwing, and catching in isolation and in combination	Has reflected on how to improve the technique of others, suggesting activities to improve running, jumping, throwing, and catching in isolation and in combination	Has begun to use running, jumping, throwing, and catching in isolation and in combination	Has mastered when to use running, jumping, throwing, and catching in isolation and in combination. Has been able to suggest why certain movements support certain activities.	Has provided activities and actions to support others in improving their techniques for running, jumping, throwing, and catching in isolation and in combination

Using skills, techniques	Access a broad range of opportunities to extend their agility, balance and coordination			Learn how to use them in different ways and to link them to make actions and sequences of movement					
	Has begun to develop balance, agility and coordination (most often with support)	Has independently developed balance, agility and coordination	Has shown independence when applying balance, agility and coordination to a variety of activities	Has been able to apply balance, flexibility, agility and coordination in short sequences	Has been able to apply balance, flexibility, agility and coordination in sequence	Has created sequences using balance, flexibility, agility and coordination in sequence	Has been able to show flexibility, strength, control, technique and balance (adult/peer support)	Has been able to show flexibility, strength, control, technique and balance (independently)	Has explained links across a variety of sports, focusing on technique, control and balance
Dance	Perform dances using simple movement patterns			Perform dances using a range of movements patterns					
	Has been able to repeat short movement patterns	Has been able to link several movement patterns	Has been able to develop movement patterns independently and with others	Has been able to repeat short movement patterns independently and with others	Has been able to develop a series of movements patterns independently	Has been able to develop a series of movements patterns independently and with others	Has been able to repeat a series of movement in order, with others	Has been able to combine a series of movements in a chosen order, independently and with others	Has been able to independently develop movements and create a sequence (independently/with others)
Cooperation (social)	Work individually with others. Engage in cooperative physical activities			Enjoy communicating and collaborating with each other					
	Has, with some prompting, worked with peers to	Has been able to independently work with peers, showing patience and	Has been able to provide feedback in order to support and develop	Has, with some prompting, been able to show good communication skills and	Has been able to show good communication skills and has shown an awareness of others	Has been able to develop activities with new rules, with a partner or a larger group of peers	Has been able to participate in activities which	Has shown an understanding of others' roles in a team, and is able to	Has been able to provide constructive feedback to improve the performance of teams/groups of

		an awareness for others	peers development †	has shown an awareness of others			involve teams	clearly articulate how to support others in their roles	individuals through modelling/instruction
Competition	Engage in competitive physical activities - both against self and others			Enjoy competing with each other					
	Has been able to take part in competitive activities against teams	Has been able to take part in physical activities against teams and self	Has been able to express an awareness of aims to develop personal bests in individual activities	Has been able to take part in activities against other teams, accepting defeat/victory	Has been able to take part in activities, reflecting on how they can improve their performance	Has been able to state, in individual and team activities, how to improve and what led to improvement	Has been able to take part in activities against other teams, reflecting on performance	Has been able to take part in activities against other teams, setting goals and explaining steps to achieving these	Has been able to participate on activities against teams and individually, reflecting on how to set personal goals and improve the performance of others
Games	Participate in team games			Play competitive games, modified when appropriate					
Tactics (Attack/Defence)	Develop simple tactics for attacking and defending			Apply basic principles suitable for attacking and defending					
	Has been able to explain the difference between attack	Has been able to explain their own role in attack/defence	Has organised others to defend/attack	Has explained why both attack/defence are important in relevant activities	Has been able to state attacking/defensive intent and carry out actions in response to this	Has been able to coordinate others to attack/defend through modelling and instruction	Has been able to take up defensive and attacking positions in relevant	Has been able to coordinate small groups to defend/attack when appropriate	Has been able to coach a group with activities focused on attack and defence

	and defence						periods of play		
<b>Challenge</b>	<b>Be involved in a range of increasingly challenging situations</b>			<b>Develop an understanding of how to improve in different physical activities and sports</b>					
<b>Analysis and evaluation</b>	N/A			<b>Learn how to evaluate and recognise own success</b>					
				With some prompting, has been able to show changes that have led to improvement	Has been able to explain changes that have led to improvement	Has been able to explain why changes have led to improvement in performance/technique	Has been able to compare performances to previous performances	Has been able to compare performances to previous performances and demonstrate improvement to achieve personal bests	Has been able to compare performances and show awareness of which elements need to be improved to become more successful
<b>Preparation for life and participation</b>	<b>Access a broad range of opportunities (SGM/Private clubs/Healthy High 5/Variety of opportunities through PE)</b>								
<b>Swimming</b>	N/A			N/A			<b>Swim in line with National Curriculum objectives</b>		
							Has developed water confidence, beginning to tread water and complete distances of up to 10 metres	Has swum competently, confidently and proficiently over a distance of at least 25 metres	Has used a range of strokes effectively, being able to perform safe self-rescue in different situations

Games Overview 2018/19 - Bitterne CE Primary School

Year	Autumn		Spring		Summer	
	1	2	1	2	1	2
R					SAQ circuits - Sports Day	
1	Invasion Games - circuits	Games - sending and receiving (throw and catch)	Racquet Skills	Evasion Skills	SAQ circuits - Sports Day	Ball Control (feet/hands/equipment)
2	Invasion Games - basketball	Games - sending and receiving (kicking)	Racquet Skills	Evasion Skills	SAQ circuits - Sports Day	Ball Control (feet/hands/equipment)
3	Handball	Orienteering	Football	Tennis	Athletics - run/throw/jump	Rounders
4	Dodgeball	Handball	Tag rugby	Tennis	Athletics - run/throw/jump	Cricket
5	Netball	Hockey	Football/ultimate Frisbee	Tennis	Athletics - run/throw/jump	Swimming Rounders
6	Netball	Hockey	Tag rugby	Tennis	Athletics - run/throw/jump	Cricket

SAQ and athletics: based on Sports Day activities

Swimming: Year 5, every afternoon for 3 weeks in the Summer Term

Netball: delivered based on the extracurricular sport timetable, usually league-style

Tennis: delivered based on the extracurricular sport timetable, usually tournament-style

PE Overview 2018/19 - Bitterne CE Primary School

Year	Autumn		Spring		Summer	
	1	2	1	2	1	2
R	Explore movements - Going on a bear hunt					
1	Gymnastics circuits	Dance - monsters and dragons	Health, fitness and co-ordination Animals	Dance - dinosaurs	SAQ circuits	Gymnastics
2	Health, fitness and co-ordination	Dance - topic related	Health, fitness and co-ordination Spy school	Dance - responding to music	SAQ circuits	Gymnastics
3	Benchball	Gymnastics / yoga	Circuit training - athletics	Combat aerobics	SAQ	Top Target
4	Benchball	Gymnastics / yoga	Circuit training - basketball	Dance - Samba	SAQ	Top Target
5	Badminton	Gymnastics	Circuit training - racquets	Dance - street	SAQ	Tri golf
6	Orienteering	Gymnastics	Circuit training - boxing	Dance / aerobics	Seated volleyball	Dodgeball