



Physical Education Progression Of Skills @ SVPS

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Make large and small body shapes.</p> <p>Balance on large body parts and understand stillness.</p>	<p>Understanding of different levels.</p> <p>Put together a sequence of movements.</p> <p>Perform basic traveling movements.</p>	<p>Explore gymnastic actions and still shapes.</p> <p>To copy or create movement phrases.</p> <p>Jump and land with control.</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>To begin sequencing movements that include jump, land, shape, travel and balance.</p> <p>To do a forward roll.</p> <p>To explore different apparatus.</p> <p>To work on their own and with a partner.</p>	<p>Experiment and link shapes with balances and create a sequence to explore different methods of traveling across a mat.</p> <p>Consolidate and improve the quality of actions, body shapes and balances, and the ability to link phrases of movement, and transfer these onto apparatus</p> <p>Work on their own, with a partner and in small groups to develop sequences.</p>	<p>Develop a range of body shapes, balances and methods of travel to include in a routine.</p> <p>Perform skills and actions more accurately and consistently.</p> <p>Create sequences that meet set conditions and to develop and refine a range of rolling skills (shoulder, back, forward).</p> <p>Perform different combinations of movements and balances on different apparatus, and link them together fluently being aware of kinaesthetics. .</p>	<p>Balance accurately and consistently.</p> <p>To perform actions, body shapes and conditions that are symmetrical and asymmetrical.</p> <p>Include shapes, movements (in canon and unison) and balances (including counterbalances) to create and adapt sequences on a range of levels and transfer sequences to apparatus.</p> <p>Apply basic compositional ideas to make use of changes in speed.</p>	<p>Perform body shapes, actions, movements and partner balances accurately.</p> <p>Create own gymnastic sequence (6-8 parts), developing shapes and balances into basic methods of flight.</p> <p>Use skill and composition to effectively jump and build sequences across different levels and transfer to apparatus fluently.</p> <p>Develop sequences by understanding, choosing and applying a range of compositional ideas that include a wide range of gymnastic actions, shapes and balances and to a piece of music..</p>
Dance	<p>Show feelings through gestures, facial expressions and movements.</p>	<p>Follow stories and make appropriate actions and movement,</p>	<p>Copy, watch and describe dance movements.</p>	<p>Compose and perform short dances with clear beginnings, middles and ends,</p>	<p>Use rhythmic, dynamic and expressive qualities.</p>	<p>Perform more complex dance phrases and dances that communicate</p>	<p>Create and structure motifs and phrases that include rhythm and expression.</p>	<p>Explore and improvise ideas for the dance that include rhythm, expression, motifs</p>

			including improvisations.		that express and communicate ideas and feelings.		character and narrative.		and phrases, working on their own and in small groups.
Invasion Games	Throwing	Throwing a range of different sized objects.	Explore different ways to throw. (Throwing / team games)	Underarm technique (Handball, Boca & Soft Tennis).	Under arm and over arm techniques (body posture, stepping action and arm follow through). (Mini-Scatter Ball).	Tennis balls & cricket balls overarm throwing technique - target hitting, bounce throw, direct throw (Scatterball & Cricket)	Rounders balls and deciding distances. Throwing from the chest and throwing from the waste. (Netball & Tag Rugby)	Vortex howlers, Javelins and overarm bowling and a change of technique. Sidearm throwing. (Athletics, Cricket & Extreme Vortex)	A range of balls with different techniques. (Netball, Quidditch, Dodgeball and Rounders).
	Catching	Arms out in front Large soft balls.	Hands together Variety soft balls. (Catching / team games)	Softs hands and wrapping Variety soft balls. (Handball, Soft Tennis and Racket Skills).	Bringing the ball into your chest & stepping into the catch Large & Small soft balls. (Kickball, Pickleball & Mini-Scatterball).	Importance of watching the ball and catching at eye level (Basketball, Scatterball & Cricket)	Catching above and below the eyeline. (Netball & Tag Rugby).	Catching cricket balls and vortex howlers (Cricket & Extreme Vortex)	Catching, traveling in line of ball movements. (Dodgeball, Tag Rugby, Netball & Quidditch).
Net / Wall Games			To hit a shot with success. (Batting / Aiming)	To hit a shot in a forward direction. (Soft Tennis, Racket Skills)	To play a shot into a space. (Racket Skills, Pickleball)	To play a shot over a net successfully (Soft Tennis)	To target a space with a backhand shot over a net. (Badminton, Pickleball)	To target a space with a backhand shot over a net. (Tennis)	To target a space over a net using a variety of shots. (Table Tennis, Pickleball)
Striking			To hold a racket in dominant hand and hit a ball. (Batting / Aiming)	Attempt to hit a ball with a racket straight from hands, sometimes using one bounce if needed. (Soft Tennis, Racket Skills)	To move a racket in a low to high swing for an effective tap, tapping the ball off the racket (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce). To begin to understand what it means by a forehand shot. To stand in a ready position holding the racket correctly.	To use a forehand shot to tap the ball back and forth to a partner over a small space allowing for a bounce, hit technique. To change from a ready position before tapping the ball to a partner. To self-serve underarm straight from hands to racket, making	To focus on a forehand shot to target a space. To develop an underarm serve into a targeted space. (Badminton, Pickleball, Scatterball)	To focus on a backhand shot to target a space. To develop an overarm serve. To volley a ball. (Tennis)	To demonstrate a solid grip and use both a forehand and backhand shot based on need and quickly into position. To develop an overarm serve into a targeted space. To volley a ball successfully. (Table Tennis, Rounders, Pickleball)

					To self-serve underarm straight from hands sometimes using one or more bounces. (Racket Skills, Pickleball, Mini-Scatterball)	sure it lands on the other side. (Soft Tennis, Scatterball)			
Flelding					To focus on crouching and being in line with the ball.	To focus on crouching, being in line with the ball and footwork to adjust. To run and chase.	To focus on the long barrier.	To focus on attacking the ball and moving into a long barrier position.	To focus on attacking the ball and using a one handed pick up.
Fitness				Yoga	Yoga	Yoga	Circuit Training	Yoga	Circuit Training
Athletics	Running	Exploring running and walking	Changing speed	Running in straight lines	Bent arms and arm swing	Posture and striding (footstrike - heel, mid fore)	Sprinting Technique (cadence)	Middle distance running with endurance	Long distance running with stamina
	Jumping	Exploring jump.	Jumping as a form of travel	Jumping with two feet together	Jumping from 2 feet to 2 feet and 2 feet to 1 foot and vice versa.	Standing Long jump	Standing Long jump with elevation	Triple jump	Triple jump with elevation
Outdoor Adventurous						Orientate with increasing confidence and accuracy around a short trail in the woodlands. Identify and use effective communication to begin to work as a team. Identify symbols used on a key. Begin to choose equipment that is	Orientate accurately around a short trail in the woodlands. Create a short trail for others. Recognise features of an orienteering course. Communicate clearly with other people in a team, and with other	Start to orientate with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment and a	Orientate with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail. Use clear

					<p>appropriate.</p> <p>Communicate with others.</p> <p>Begin to complete activities in a set time.</p>	<p>teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p>	<p>map to orientate around a trail.</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p>Choose the best equipment for an outdoor activity.</p> <p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p>	<p>communication to effectively complete a particular role in a team.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p> <p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p>
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