**GREAT BARDFIELD PRIMARY SCHOOL SKILLS PROGRESSION DOCUMENT PE**

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| Games | | | | | | | |
|  | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Health and Fitness** | Describe how the body feels when still and when exercising. | Describe how the body feels before, during and after exercise.  Carry and place equipment safely. | Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy. | Recognise and describe the effects of exercise on the body.  Know the importance of strength and flexibility for physical activity.  Explain why it is important to warm-up and cool-down. | Describe how the body reacts at different times and how this affects performance.  Explain why exercise is good for your health.  Know some reasons for warming up and cooling down. | Know and understand the reasons for warming up and cooling down.  Explain some safety principles when preparing for and during exercise. | Understand the importance of warming up and cooling down.  Carry out warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier. |
| **Striking & Hitting** | Hit a ball with a bat or racquet. | Use hitting skills in a game.  Practise basic striking, sending and receiving. | Strike or hit a ball with increasing control.  Learn skills for playing striking and fielding games.  Position the body to strike a ball. | Demonstrate successful hitting and striking skills.  Develop a range of skills in striking (and fielding where appropriate).  Practise the correct batting technique and use it in a game.  Strike the ball for distance. | Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.  Accurately serve underarm.  Build a rally with a partner.  Use at least two different shots in a game situation.  Use hand-eye coordination to strike a moving and a stationary ball. | Use different techniques to hit a ball.  Identify and apply techniques for hitting a tennis ball.  Explore when different shots are best used.  Develop a backhand technique and use it in a game.  Practise techniques for all strokes.  Play a tennis game using an overhead serve. | Hit a bowled ball over longer distances.  Use good hand-eye coordination to be able to direct a ball when striking or hitting.  Understand how to serve in order to start a game. |
| **Throwing & Catching** | Roll equipment in different ways.  Throw underarm.  Throw an object at a target.  Catch equipment using two hands. | Throw underarm and overarm.  Catch and bounce a ball.  Use rolling skills in a game.  Practise accurate throwing and consistent catching. | Throw different types of equipment in different ways, for accuracy and distance.  Throw, catch and bounce a ball with a partner.  Use throwing and catching skills in a game.  Throw a ball for distance.  Use hand-eye coordination to control a ball.  Vary types of throw used. | Throw and catch with greater control and accuracy.  Practise the correct technique for catching a ball and use it in a game.  Perform a range of catching and gathering skills with control.  Catch with increasing control and accuracy.  Throw a ball in different ways (e.g. high, low, fast or slow).  Develop a safe and effective overarm bowl. | Develop different ways of throwing and catching. | Consolidate different ways of throwing and catching, and know when each is appropriate in a game. | Throw and catch accurately and successfully under pressure in a game. |
| **Travelling with a ball** | Move a ball in different ways, including bouncing and kicking.  Use equipment to control a ball. | Travel with a ball in different ways.  Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. | Bounce and kick a ball whilst moving.  Use kicking skills in a game.  Use dribbling skills in a game. | Move with the ball in a variety of ways with some control.  Use two different ways of moving with a ball in a game. | Move with the ball using a range of techniques showing control and fluency. | Use a variety of ways to dribble in a game with success.  Use ball skills in various ways, and begin to link together. | Show confidence in using ball skills in various ways in a game situation, and link these together effectively. |
| **Passing a Ball** | Kick an object at a target. | Pass the ball to another player in a game.  Use kicking skills in a game. | Know how to pass the ball in different ways. | Pass the ball in two different ways in a game situation with some success. | Pass the ball with increasing speed, accuracy and success in a game situation. | Pass a ball with speed and accuracy using appropriate techniques in a game situation. | Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. |
| **Possession** |  |  |  | Know how to keep and win back possession of the ball in a team game. | Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. | Keep and win back possession of the ball effectively in a team game. | Keep and win back possession of the ball effectively and in a variety of ways in a team game. |
| **Using Space** | Move safely around the space and equipment.  Travel in different ways, including sideways and backwards. | Use different ways of travelling in different directions or pathways.  Run at different speeds.  Begin to use space in a game. | Use different ways of travelling at different speeds and following different pathways, directions or courses.  Change speed and direction whilst running.  Begin to choose and use the best space in a game. | Find a useful space and get into it to support teammates. | Make the best use of space to pass and receive the ball. | Demonstrate an increasing awareness of space. | Demonstrate an increasing awareness of space. |
| **Attacking & Defending** | Play a range of chasing games. | Begin to use the terms attacking and defending.  Use simple defensive skills such as marking a player or defending a space.  Use simple attacking skills such as dodging to get past a defender. | Begin to use and understand the terms attacking and defending.  Use at least one technique to attack or defend to play a game successfully. | Use simple attacking and defending skills in a game.  Use fielding skills to stop a ball from travelling past them. | Use a range of attacking and defending skills and techniques in a game.  Use fielding skills as an individual to prevent a player from scoring. | Choose the best tactics for attacking and defending.  Shoot in a game.  Use fielding skills as a team to prevent the opposition from scoring. | Think ahead and create a plan of attack or defence.  Apply knowledge of skills for attacking and defending.  Work as a team to develop fielding strategies to prevent the opposition from scoring. |
| **Tactics & Rules** | Follow simple rules. | Follow simple rules to play games, including team games.  Use simple attacking skills such as dodging to get past a defender.  Use simple defensive skills such as marking a player or defending a space. | Understand the importance of rules in games.  Use at least one technique to attack or defend to play a game successfully. | Apply and follow rules fairly.  Understand and begin to apply the basic principles of invasion games.  Know how to play a striking and fielding game fairly. | Vary the tactics they use in a game.  Adapt rules to alter games. | Know when to pass and when to dribble in a game.  Devise and adapt rules to create their own game. | Follow and create complicated rules to play a game successfully.  Communicate plans to others during a game.  Lead others during a game. |
| **Compete & Perform** | Control my body when performing a sequence of movements.  Participate in simple games. | Perform using a range of actions and body parts with some coordination.  Begin to perform learnt skills with some control.  Engage in competitive activities and team games. | Perform sequences of their own composition with coordination.  Perform learnt skills with increasing control.  Compete against self and others. | Develop the quality of the actions in their performances.  Perform learnt skills and techniques with control and confidence.  Compete against self and others in a controlled manner. | Perform and apply skills and techniques with control and accuracy.  Take part in a range of competitive games and activities. | Consistently perform and apply skills and techniques with accuracy and control.  Take part in competitive games with a strong understanding of tactics and composition. | Perform and apply a variety of skills and techniques confidently, consistently and with precision.  Take part in competitive games with a strong understanding of tactics and composition. |
| **Evaluate** | Talk about what they have done.  Talk about what others have done. | Watch and describe performances.  Begin to say how they could improve. | Watch and describe performances, and use what they see to improve their own performance.  Talk about the differences between their work and that of others. | Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.  Modify their use of skills or techniques to achieve a better result. | Choose and use criteria to evaluate own and others’ performance.  Explain why they have used particular skills or techniques, and the effect they have had on their performance. | Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements. |