**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. |