



Braishfield Primary School Progression of skills in PE for KS1 and KS2

	Year 1 and 2	Year 3 and 4	Year 5 and 6	
Creative-Gymnastics	<ul style="list-style-type: none"> > Show basic balance, control and coordination when travelling and when remaining still. > Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; > Use the five basic shapes in sports specific gymnastic moves. > Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel. > Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish 	<ul style="list-style-type: none"> > Perform actions and movement with control, coordination and variety with a clear start and finish. > Choose and plan sequences of contrasting actions > Adapt sequences to suit different types of apparatus and group work; > Physical understanding and verbal explanation on how strength, suppleness, balance, coordination support performance > Use self and peer assessment to compare and contrast sequences, commenting on similarities and differences; > Recognise how performances could be improved. 	<ul style="list-style-type: none"> > Create, practice, perform and refine longer, more complex sequences including changes in level, direction and speed. > Choose actions, body shapes and balances from a wider range of themes and ideas; > Adapt their performance to the demands of the task, using their knowledge of composition. > Explain how using different parts of their impacts on balance, coordination and travel. > Use basic set criteria to make simple judgments about performances and suggest ways they could be improved. 	
Creative – Dance	<ul style="list-style-type: none"> > Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance. > Choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space. > Describe basic body actions and simple expressive and dynamic qualities of movement. 	<ul style="list-style-type: none"> > Begin to improve freely, translating ideas from a stimulus into movement. > Create dance phrases that communicate ideas; > Share and create short dance phrases collaboratively, repeat, remember and perform these phrases in a dance; > Begin to use dynamic, rhythmic and expressive qualities clearly and with control. > Begin to recognise and talk about the movements used and the expressive qualities of dance; > Suggest improvements to dance sequences through self and peer assessment 	<ul style="list-style-type: none"> > Improve freely, translating ideas from a stimulus into movement. > Create dance phrases that communicate ideas; > Share and create dance phrases collaboratively, repeat, remember and perform these phrases in a dance; > Use dynamic, rhythmic and expressive qualities clearly and with control. > Recognize and talk about the movements used and the expressive qualities of dance; > Suggest improvements to dance sequences through self and peer assessment. 	
Invasion	<ul style="list-style-type: none"> *Play simple versions of attacking and defending games, collaboratively; choose a small range of basic skills and ideas. *Describe some basic rules and the way to score. *Send, receive strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent. *Describe what they and others are doing through peer and self-assessment 	<ul style="list-style-type: none"> *Play games with some fluency and accuracy, using a range of throwing and catching techniques. *Find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score; *Know the rules of the games; understand that they need to defend as well as attack *Understand how strength, stamina and speed can be improved by playing invasion games; *Lead a partner though short warm up routines *Watch and describe others performances, as well as their own and suggest practices that will help them and others to play better 	<ul style="list-style-type: none"> *Pass, dribble and shoot with control in games *Identify and use tactics to help their team keep the ball and take it towards the oppositions goal; mark opponents and help each other defence *Know and carry out warm up activities that use exercises that relate to invasion games *Pick out things that could be improved in performances and suggest ideas and practices to make them better 	
Net/ wall, Strike & Field	<ul style="list-style-type: none"> > Throw and catch a ball with a partner. > Move fluently, changing direction and speed easily and avoiding collisions. > Show control and accuracy with basic actions for rolling, underarm throwing, striking a ball and kicking. > Choose and use skills effectively for particular games. > Understand the concepts of aiming, hitting into space, and taking the ball to a Good position for aiming. 	<ul style="list-style-type: none"> > Strike a bowled ball; use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency > Work collaboratively in pairs, group activities and small-sided games; > Use and apply the basic rules consistently and fairly; > Understand and implement a range of tactics in games > Recognise the activities and exercises that need including a warm up > Identify their own strengths and suggest practices to help them improve 	<ul style="list-style-type: none"> > Use forehand, backhand and overhead shots increasingly well in the games they play. > Use volley in games where it is > Use the skills they prefer with competence and consistency > Understand the need for tactics; start to choose and use some tactics effectively; > Play cooperatively with a partner; 	
Athletics	<ul style="list-style-type: none"> > Perform fast, medium and slow speeds individually and collaboratively as part of a team in athletic activities; link running and jumping activities with some fluency, control and consistency in athletic activities and collaboratively in team activities. > Repeat and refine linked jumps; take part in a relay activity, showing an understand of decision making on when to run and what to do; send a variety of objects, understanding how to change their action for accuracy and distance. > Communicate an understanding of how to run, send and jump in different athletic activities and explain how to use different means of measure to improve on previous performance 	<ul style="list-style-type: none"> > Understand and demonstrate the difference between sprinting, running for sustained periods; > Know and demonstrate a range of sending techniques in athletic activities. > Send with some accuracy and power into a target area; > Perform a range of jumps, showing consistent technique; play different roles in small groups. > Compare and contrast performances using appropriate language, through self and peer assessment. 	<ul style="list-style-type: none"> > Choose the best pace for running event, so they can sustain their running and improve on a personal target. > Show control at take off in jumping activities; show accuracy and good technique when sending (throwing) for distance; > Identify good athletic performance and explain why it is good, using agreed criteria. Apply rules consistently and fairly *Identify appropriate exercise and activities for warming up; *Recognize how these games make their bodies work *Pick out what and others do well and suggest ideas for practices. 	
Swimming	<p>Hampshire Level 1</p> <ul style="list-style-type: none"> > Safely enters and exits water. > Shows confidence in the water. > Glides on front > Gets face wet > Puts head underwater > Blows bubbles > Floats using flotation aid > Floats unaided > Glides/floats across pool with support > Knows when to seek help in water. 	<p>Hampshire Level 2</p> <ul style="list-style-type: none"> > Safely enter and exit water. > Display confidence in, on and under water > Floats on back > Glides across the pool > Swims across the pool using freestyle arm action > Coordinate arm and leg action to swim across the pool. > Swim across the pool using backstroke/breaststroke > Identify safety procedures and know when to seek help. 	<p>Hampshire Level 3</p> <ul style="list-style-type: none"> > Safely enter and exit the water > Swim freestyle and breathe correctly for 1 length of the pool > Swim breaststroke and breathe correctly for length of the pool > Identify safety procedures and know when to seek help. 	<p>Hampshire Level 4</p> <ul style="list-style-type: none"> > Safely enter and exit the water > Swims freestyle and breathes correctly for more than one length (record number of length) > Swim backstroke for more than one length > Swim breaststroke and breathes correctly for more than one length of pool > Identifies safety procedures and knows when to seek help. > Demonstrates survival techniques.