


HJS Curriculum Skills Progression – PE

 PE Skills		Year 3	Year 4	Year 5	Year 6
Children have two PE lessons each week. One is taught by a specialist sports coach and the other by the class teacher. Each year there are units of work to develop Sports Skills, Mindful Movement, Dance and Circuit Training.					
Sports skills developing the skills, tactics and knowledge applicable to a range of games, sports and activities.	Striking & hitting	Hit a stationary ball consistently and with control. Hit bowled balls with a larger bat/racquet.	Hit bowled balls (short distance) with some control. Use a variety of bats/racquets.	Hit bowled balls with a variety of bats/racquets with greater consistency and control.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting.
	Throwing & catching	Throw with dominant hand. Catch with both hands with good technique.	Throw with dominant hand. Catch with one or two hands. Begin to adapt technique to different balls.	Throw and catch with both hands. Demonstrate good understanding of different techniques and when to use them.	Throw and catch more accurately with both hands and over greater distances. Adapt technique to needs of activity or ball being used.
	Passing	Pass and receive while stationary with good technique. Use passing / receiving while moving.	Pass and receive competently while stationary and moving. Communicate actions with teammates. Use a range of equipment.	Pass and receive while moving. Communicate effectively with teammates. Adapt technique to a range of activities / equipment	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.
	Attacking & defending	Understand the difference between attack and defence and show some appropriate adaptation of tactics. Be able to explain how to use fielding skills 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.	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.	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 and rules	Follow and create simple rules to play a game successfully Show communication with others during a game.	Follow more complicated rules to play a game successfully. Communicate plans to others during a game.	Follow complicated rules to play a game successfully. Begin to adapt and create rules to modify a game. Communicate plans to others during a game. Adapt strategies in response to opponents' play.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.

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	Competition	Demonstrate use of basic, learnt skills within a competitive situation.	Demonstrate use of a variety of learnt skills within a competitive situation. Show some understanding of tactics.	Perform and apply a variety of skills and techniques confidently and consistently. Show a developing understanding of tactics.	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.
<p>Circuits building flexibility, strength, technique, control and balance through progressive physical challenge.</p>	<p>Perform the basic component exercises competently and safely. Self-assess verbally level of effort using physical sensations.</p>	<p>Perform exercises competently and safely. Self-assess verbally level of effort using physical sensations and making links to knowledge of parts of the body. Understand how to safely set up and use equipment. Suggest suitable exercises to form part of a warmup.</p>	<p>Perform a wider variety of exercises competently and safely. Self-assess verbally level of effort using physical sensations and making links to scientific knowledge, using appropriate vocabulary. Understand how to safely set up and use equipment. Suggest suitable exercises to form part of a warmup and put these together. Begin to evaluate progress in fitness over a term, using a written record. Give feedback on partner's technique when executing movements.</p>	<p>Perform a wider variety of exercises competently and safely. Understand and be able to explain in basic terms the purpose of different exercises in terms of their fitness benefits. Be able to independently scale exercises to increase/decrease difficulty. Evaluate progress in fitness over a term using a written record. Give feedback on a partner's technique when executing movements. Relate the effects of physical exercise to their scientific knowledge about the body, describing effects on heart (inc. pulse rate), lungs and muscles.</p>	

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<p>Mindful Movement improving proprioception, mobility, strength and balance alongside mental focus and mindfulness techniques.</p>	<p>Express a basic understanding of the mental/physical demands and benefits of the practice. Recall and perform 6 fundamental poses and be able to name a body part that is working in each.</p>	<p>Recall and perform 8 different poses and be able to name a body part that is working in each. Perform the 'HJS flow' alongside the teacher. Work together with a partner/group to combine 3 poses into a 'flow'. Maintain a relaxation pose without disturbing others. Create their own variation on a pose and demonstrate with control.</p>	<p>Recall and perform 10 different poses and be able to name more than one body part that is working in each, with some explanation of how they are being used. Perform the 'HJS flow' with verbal guidance from the teacher. Adapt some poses to increase/decrease the level of challenge. Work in a group to combine 5 poses of their own choice to produce a new 'flow'. Suggest how to support a partner effectively and safely with more demanding poses and demonstrate (with teacher assistance if necessary). Maintain a silent relaxation pose for an extended period. Create their own variation on a pose and teach to a partner / group.</p>	<p>Introduce an explicit focus for each session – e.g. breathing, balance. Recall and perform 12 different poses and be able to name more than body part that is working in each with explanation of how they are being used. Introduce more advanced poses – headstand, crow etc. Perform the 'HJS flow' without direct guidance. Transition smoothly and with control between poses. Begin to consciously match breathing to movement. Combine poses of their own choice to produce new 'flows' with a specific exercise focus. Support a partner effectively and safely with more demanding poses. Maintain a silent relaxation pose with eyes closed for an extended period. Understand and explain in greater detail the physical and mental demands/benefits of mindful movement with reference to specific effects on the body and mind. Create their own pose and teach it to a group.</p>
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<p>Dance interpreting imaginative stimuli and expressing emotions and ideas through rhythmic movement.</p>	<p>Gain exposure to different forms of dance. Understand some simple dance vocabulary. Learn simple dance steps and begin to form these into a sequence.</p>	<p>Confidently improvise with a partner or on their own. Begin to create longer dance sequences in a group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs. Demonstrate rhythm and spatial awareness. Modify parts of a sequence as a result of self-evaluation. Use simple dance vocabulary to describe, compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving). Demonstrate strong, definitive movements throughout a dance sequence. Demonstrate imagination when creating own dance sequences and motifs. Begin to show a change of pace and timing in their movements. Able to move to the beat accurately in dance sequences. Combine flexibility, techniques and movements to create a fluent sequence.</p>	<p>Perform with confidence, using a range of movement patterns. Move appropriately and with the required style relative to the stimulus (e.g. using various levels, ways of travelling and motifs). Improvise with confidence, while maintaining fluency across their sequence. Dance with fluency, linking all movements and ensuring they flow. Demonstrate consistent precision when performing dance sequences. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.</p>
<p>Vocabulary</p>	<p>Control Dominant Competitive Squat Dip Press Skip Exercise Rhythm Sequence Balance Strength Relaxation Pose</p>	<p>Tactics Spatial awareness Stamina Lunge Burpee Core Flexibility Control Dynamic Motif</p>	<p>Consistency Modify Strategy Press up Plank Assessment Evaluate Adapt Mindfulness Fluent Exaggerated Precision</p>	<p>Technique Coordination Opposition Scale Kettlebell Dumbbell Contract/relax Transition Form Pace Timing Beat</p>

National Curriculum 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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.