

Progression of skills: Physical Education

Brookland Junior School 2020-2021

	Year 3	Year 4	Year 5	Year 6
Healthy Body and mind (learning for life)	<ul style="list-style-type: none"> • Awareness of body changes before, during and after exercise • Awareness of how exercise is important for a healthy body and mind. • Awareness of how exercise can support our mental wellbeing • Understand the importance of exercise and sport in social environments 			
Game Understanding	<ul style="list-style-type: none"> • Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations. • Pupils can identify when they are successful and the next steps in their learning. • Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation. • Understand how to use equipment safely. 		<ul style="list-style-type: none"> • Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. • Pupils are able to assess their own performance and the performance of others to identify areas for development. • Pupils consistently demonstrate the sporting spirit values in a range of games situations • Understand how to use equipment safely. 	
Invasion Games	<ul style="list-style-type: none"> • Move with a ball towards goals with increasing control. • Understand their role as an attacker and as a defender • Move into space to help support a team. • Defend an opponent and try to win the ball. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control. • Work as part of a team to keep possession and score goals when attacking. • Defend one on one and know when and how to win the ball. • Use simple tactics to help a team score or gain possession. 	<ul style="list-style-type: none"> • Understand there are different skills for different situations and begin to use these. • Move into space to help a team. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. 	<ul style="list-style-type: none"> • Pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation. • Create and use a variety of tactics to help a team. • Create and use space to help a team. • Select and apply different movement skills to lose a defender. • Use marking, and/or interception to improve defending.

<p>Net and Wall Games</p>	<ul style="list-style-type: none"> • Return a ball to a partner. Use basic racket skills. • Play a range of basic shots. • Move quickly around the court using a variety of movement patterns. 	<ul style="list-style-type: none"> • To play a continuous game. • Use a range of basic racket skills and variety of shots in different areas of the court. • Demonstrate good footwork on the court. • Return to the ready position to defend my own court. 	<ul style="list-style-type: none"> • Develop a wider range of skills and begin to use these under some pressure. • Select and apply preferred skills with increasing consistency. • Understand the need for tactics and make decisions about when best to use them. • Play cooperatively with a partner. • Demonstrate good footwork to cover a court space in a game situation. 	<ul style="list-style-type: none"> • Use a wider range of skills game situations. • Play cooperatively with a partner / in a team. • Demonstrate good decision making when making shots within a game. • Identify and use a variety of tactics.
<p>Striking and Fielding Games</p>	<ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills. • Begin to strike a bowled ball after a bounce. • Bowl a ball towards a target. • Develop an understanding of tactics and begin to use them in game situations. 	<ul style="list-style-type: none"> • Use overarm and underarm throwing, and catching skills with increasing accuracy. • Strike a bowl and ball after a bounce. • Bowl a ball with some accuracy, and consistency. • Choose and use simple tactics for different situations. 	<ul style="list-style-type: none"> • To sometimes strike a bowled ball. • Begin to develop a wider range of skills and use these under some pressure. • Use tactics effectively in a competitive situation. 	<ul style="list-style-type: none"> • Strike a bowled ball with increasing consistency. • Use some tactics in the game as a batter, bowler and fielder. • Select the appropriate action for the situation.
<p>Dance</p>	<ul style="list-style-type: none"> • Create dance phrases that communicate ideas. • Create dance phrases with a partner and in a small group using canon and unison. 	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative. • Use simple motifs and movement patterns to structure dance phrases on my own, 	<ul style="list-style-type: none"> • Adapt and refine actions, dynamics and relationships in a dance. • Perform different styles of dance clearly and fluently. 	<ul style="list-style-type: none"> • Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.

	<ul style="list-style-type: none"> Repeat, remember and perform these phrases in a dance. Use dynamic and expressive qualities in relation to an idea. Use counts to keep in time with a group and the music. Recognise and talk about the movements used and the expressive qualities of dance. 	<p>with a partner and in a group.</p> <ul style="list-style-type: none"> Use formation, canon and unison to develop a dance. Refine, repeat and remember dance phrases and dances. Perform dances clearly and fluently. Describe, interpret and evaluate dance, using appropriate language. 	<ul style="list-style-type: none"> Recognise and comment on dances, showing an understanding of style. Suggest ways to improve their own and other people's work. 	<ul style="list-style-type: none"> Adapt and refine actions, dynamics and relationships to improve a dance. Choreograph a dance using props. Perform dances fluently and with control. Use appropriate language to evaluate and refine their own and others' work.
Gymnastics	<ul style="list-style-type: none"> Use a greater number of their own ideas for movements in response to a task. Choose and plan sequences of contrasting actions. Complete actions with increasing balance and control. Move in unison with a partner. Choose actions that flow well into one another. Adapt sequences to suit different types of apparatus. With help, recognise how performances could be improved. 	<ul style="list-style-type: none"> Safely perform balances individually and with a partner. Plan and perform sequences with a partner that include a change of level and shape. Understand how body tension can improve the control and quality of their movements. Watch, describe and suggest possible improvements to a performance 	<ul style="list-style-type: none"> Create and perform sequences using apparatus, individually and with a partner. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. Use strength and flexibility to improve the quality of a performance. 	<ul style="list-style-type: none"> Understand what counter balance and counter tension is and show examples with a partner. Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Suggest changes and use feedback to improve a sequence.
Athletics	<ul style="list-style-type: none"> Run at fast, medium and slow speeds. 	<ul style="list-style-type: none"> Demonstrate the difference between 	<ul style="list-style-type: none"> Choose the best pace for a running event. 	<ul style="list-style-type: none"> Select and apply the best pace for a running event.

	<ul style="list-style-type: none"> • Use different take off and landings when jumping. • Develop jumping for distance and height. • Take part in a relay activity, remembering when to run and what to do. • Throw a variety of objects, changing my action for accuracy and distance. • Record my distances, numbers and times. 	<p>sprinting and running over varying distances.</p> <ul style="list-style-type: none"> • Demonstrate different throwing techniques. • Jump for distance and height with control and balance. • Throw with some accuracy and power into a target area. 	<ul style="list-style-type: none"> • Perform a range of jumps showing some technique. • Show control at take-off in jumping activities. • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. • Lead a partner through short warm-up routines. 	<ul style="list-style-type: none"> • Exchange a baton with success. • Perform jumps for height and distance using good technique. • Show accuracy and good technique when throwing for distance. • Lead a small group through a short warm-up routine.
OAA	<ul style="list-style-type: none"> • To follow and give instructions. • Communicate ideas and listen to others. Work with a partner and a small group. Plan and attempt to apply strategies to solve problems. • Reflect on when and why I was successful at solving challenges. • Developing basic map reading skills. 	<ul style="list-style-type: none"> • Accurately follow and give instructions. • Work effectively with a partner and a small group. • Identify key symbols on a map and use a key to help navigate around a grid. • Plan and apply strategies to solve problems. 	<ul style="list-style-type: none"> • Reflect on when and how they were successful at solving challenges, and alter methods in order to improve. • Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. • Use critical thinking to approach a task. • Navigate around a course using a map. 	<ul style="list-style-type: none"> • Work effectively with a partner and a group. • Use critical thinking to form ideas. • Pool ideas within a group, selecting and applying the best method to solve a problem. • Reflect on why and how they are successful at solving challenges and adapt methods in order to improve. • Orientate and map efficiently to navigate around a course.
Swimming		<ul style="list-style-type: none"> • Swims competently, confidently and proficiently 	<ul style="list-style-type: none"> • Swims competently, confidently and proficiently 	<ul style="list-style-type: none"> • Swims competently, confidently and proficiently

		<p>over a distance of at least 25 metres</p> <ul style="list-style-type: none">• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	<p>over a distance of at least 25 metres</p> <ul style="list-style-type: none">• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	<p>over a distance of at least 25 metres</p> <ul style="list-style-type: none">• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.• Performs safe self-rescue in different water-based situations.
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