

Oakley Church of England Junior School - PE Progression of Skills

<https://www.afpe.org.uk/physical-education/wp-content/uploads/Head-Hands-Heart-Web.pdf>



Year 3

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"> • provide feedback using key words • with help, recognise how performances could be improved • compare and contrast the effectiveness of performances using basic language • create and perform dance phrases that communicate an idea with some control • begin to keep in time with a partner or group with some awareness of the music • understand the role as an attacker and a defender • move into a space to help support a team • apply simple tactics and identify when simple tactics have been successful • develop communication skills and collaborate effectively with others showing respect • develop map reading skills; begin to orientate a map • follow and give instructions • know the key rules of the game and begin to use them honestly with grace 	<ul style="list-style-type: none"> • understand the benefits of exercise; • understand the importance of a warm up and recognise how games make their body work. • communicate and work within a small-sided team, compete against others and self-manage games with grace • show respect to others when they perform • persevere when learning a new skill and show courage when a challenge is hard • compete against themselves and others in a controlled manner and demonstrate improvements to achieve their personal best • know what steps I have to take to achieve my goal • understand how to work safely when performing a new skill • develop trust and teamwork skills 	<ul style="list-style-type: none"> • safely perform balances individually and with a partner showing an awareness of space • to perform some gymnastic actions and movements with increasing balance and control using a start and finish • to apply balanced actions when playing simple games • to develop rolls as part of sequence work • develop technique and control when jumping, hopping and landing • to adapt movement to incorporate different types of equipment • use different ways of travelling • be able to repeat a sequence of movements accurately • run with changes of speed and direction considering space within simple games • catch different sized objects with increasing consistency with two hands • show a variety of throwing techniques • pass and receive with some control • develop the shooting action • apply dribbling, passing and receiving in a game and perform with some control • to throw and strike a ball into a target area with some accuracy • to take part in a relay activity • to use key points to develop sprinting technique

Year 4

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none"> • choose actions in response to an idea or a character • understand the impact of dynamics on an action and use them when creating a phrase • try to keep in time with others, showing an awareness of the music • remember and perform longer choreography using different levels and directions • understand how body tension can improve the control and quality of movements • describe others performances, as well as their own, and begin to suggest practices that will help themselves and others to improve, using some key terminology • understand the rules of the game and use them most of the time with grace • use a greater range of skills and simple tactics (defending and attacking), and begin to vary them to suit the situation in a game • accurately follow and give instructions • plan and apply strategies to solve problems showing courage to keep trying when things don't go as planned 	<ul style="list-style-type: none"> • understand the importance of activity to their fitness, health and well-being • understand there are different areas of fitness and that each area challenges their body differently • understand how strength, stamina and speed can be improved by playing games • understand why it is important to warm up and begin to offer suggestions for an effective warm up and stretches • confidently communicate ideas and listen to others with respect • work positively towards a team goal courageously • compete against themselves and others in a controlled manner and demonstrate courage when working on improvements to achieve their personal best • show determination to continue working over a period of time • work collaboratively, respectfully and effectively with a partner and a small group • use simple movement patterns to structure dance phrases individually and collaboratively 	<ul style="list-style-type: none"> • perform actions and movement with control, coordination and variety (including change of level) with a clear start and finish isolation and in small groups • pass and receive the ball with increasing control and accuracy over a range of distances • develop ball handling skills to help their team keep possession including the attacking skill of dribbling • shoot with some control • develop ball control using a racket; to use a greater range of basic racket skills with some accuracy • identify and move into space • throw with some accuracy and power at a target and catch with increasing control and consistency (using 1 and 2 hands) • develop hitting accuracy, aiming towards a target • strike a ball with increasing consistency • develop communication skills and baton technique in relays • perform a range of jumps showing consistent technique, increasing control and coordination • develop an improve running technique for sprinting (power and speed) and a sustained run • show balance when changing direction at speed; to show control when completing activities to improve balance

Year 5

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none">• plan and perform more complex sequences incorporating linking movements, different methods of traveling and different levels• explain how using different parts of the body impacts on balance, coordination and travel• change the dynamics of an action and understand how this changes the appearance of the performance• to perform in time with others with increasing awareness of the music• describe and suggest ways to improve performances, showing an understanding of style and using more appropriate language• identify strengths and weaknesses in games and suggest ways to improve• suggest ideas and listen to others with respect• reflect on when and how they were successful at solving challenges, and show courage when altering their methods in order to improve• understand there are different skills for different situations and begin use appropriate ones more consistently• select and apply appropriate tactics and principles when attacking or defending• understand the rules of the game and use them often and honestly with grace• use a critical thinking to approach a task• develop familiarity and confidence with the role of an official in small sided game	<ul style="list-style-type: none">• explain the impact of exercise on their fitness, health and well-being• plan and lead warm ups (in pairs) to prepare for playing safely• demonstrate good control and confidence to perform a wide range of skills and actions under pressure with courage• build communication and trust showing an awareness of safety• work with a partner to copy and repeat actions and keeping in time with each other• work collaboratively with a group to create sequences and motifs that flow smoothly• play effectively as part of a team to achieve a goal and play competitively with respect• develop trust and respect for others, listen to others and follow instructions• assess risks and make appropriate choices linked to personal safety and of your peers	<ul style="list-style-type: none">• perform symmetrical and asymmetrical balances• perform and link movements in canon and in unison showing good timing• develop performing different rolls with correct technique and control• develop matching and mirroring using actions both on the floor and on apparatus• develop changes in level, direction and speed to apply within a sequence• adapt and refine different techniques to express different styles of dance clearly and fluently• dribble, pass, receive and shoot the ball with increasing control and consistency under pressure• identify and move into space to help my team• throw with accuracy and power at a target and catch with increasing control• strike a ball towards an intended direction most of the time• explore different principles for sprinting and a sustained run and understand pace• develop technique in relay change overs• develop power, control and consistency when jumping for distance and height

Year 6

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
<ul style="list-style-type: none">• evaluate, through self and peer assessment and suggest a variety of changes using appropriate language and terminology• create and perform more complex sequences and routines using compositional devices to help show competence, fluency and control improving the quality of their work• respond and apply movement to the rhythm of music, considering timings, formation and dynamics• use counts when choreographing and performing to improve the quality of work• understand how stamina and power help people to perform well in different activities• to select and apply a variety of appropriate actions, tactics and principles dependent on the situation (e.g., marking a player or space, intercepting, dodging, moving into a space and shooting)• make decisions on tactics and formations, and make effective choices about when, how and where to pass to so that my team retain possession and progress towards an opponent's goal• use and apply the rules of the game consistently, fairly and honestly competing with grace• recognise their own and others strengths and areas for development and suggest ways to improve	<ul style="list-style-type: none">• understand and explain the impact of different activities on their health, fitness and well-being• plan and lead a small group or whole class through a short warm-up routine to prepare for playing safely• to work collaboratively and respectfully with others to create a sequence• perform with confidence and courage using exaggerated movements• play effectively and cooperatively with a partner/ in a team• challenge themselves with a personal target and show courage and resilience when trying to achieve it• assess risks and make appropriate choices linked to personal safety and of your peers• plan the safe use of space and equipment for a group in a range of situations	<ul style="list-style-type: none">• refine performance of different rolls with correct technique and control• combine and perform gymnastic actions, shapes and balances with control and fluency• understand counterbalance and countertension and show examples• select and apply different movement to show a more confident awareness of space• dribble, pass, receive and shoot the ball with accuracy and increasing control under pressure• strike a ball with increasing accuracy and consistency in an intended direction with accurate technique• use a wider range of fielding skills within small-sided games• use good technique in throwing and jumping with accuracy and success• develop throwing and catching under pressure and apply these to small sided games• use marking, tackling and/or interception to improve my defence• use a range of attacking skills and techniques to gain advantage in small sided games• choose and apply the best pace for a running event• exchange a baton with more success in a relay team

Swimming



Swimming National Curriculum by the end of KS2:

- Can pupils swim competently, confidently and proficiently over a distance of at least 25 metres?
- Can pupils use a range of strokes effectively?
- Can pupils perform safe self-rescue in different water-based situations?

Children to make progress in these skills:

Physical- treading water, H.E.L.P and huddle position, submersion, travelling, floating, pushing, gliding, rotation, front crawl, backstroke, breaststroke and sculling.

Stamina, coordination, aquatic breathing,

Social- communication, supporting and encouraging others, keeping myself and others safe

Emotional- confidence, resilience

Thinking- decision making, how to keep themselves and others safe, selecting and applying skills and tactics and evaluating and improving performance.

Knowledge in PE at Oakley CE Junior School

Declarative ('Knowing what')- pupils are encouraged to recall declarative knowledge. High quality questioning enables teachers to assess pupils' declarative knowledge such as how well they can recall the rules, tactics and strategies for success they have just learnt or how well they can recall explain the different types of jumps in gymnastics. This also includes factual knowledge about health.

Procedural ('Knowing how')- pupils show knowledge 'in' movement. Our children are encouraged to apply their declarative knowledge through participation or demonstration. For example, from knowing what a warm up is to being able to demonstrate an effective warm up or showing they can describe what the tactic, rule or strategy is called and what it looks like in practice to being able to perform the tactic or strategy through their actions.