

Chorlton C of E

KS1 Progression of skills

	Year 1	Year 2
P1. Can warm up safely prior to exercise and can sustain performance over periods of time.	- Joins in warm ups enthusiastically and can sustain energy levels. Knowledge - Knows how we prepare our bodies physically	- Joins in warm ups enthusiastically and can work hard without needing to take a break Knows why we prepare our bodies physically
P2. Able to work safely within a defined space.	- Is able to find a space and move away when people invade their space Knowledge- understands that working too closely to someone else can be dangerous	- Is able to travel around and change direction frequently without colliding with others Knowledge- that when travelling and turning they need to be aware of others and to keep their head up.
P3. Demonstrates agility, balance and coordination.	- Is able to change direction and can perform a range of basic fundamental skills accurately and consistently. Knowledge- know a range of simple techniques associated with FMS	- Is able to change direction without prompting and can perform a wide range of fundamental movement skills accurately and consistently. Knowledge – Understands that regular practice will bring about improvement
P4. Can follow simple movement patterns at different levels, speeds and through a variety of pathways.	- Can perform movements at different levels when prompted Knowledge- understands what different levels are in gym and dance	- Can work creatively to show different dynamics without prompting. Knowledge- can say what some different pathways are

P5. Understands some principles of attacking and defending	- Can use evading skills to avoid being caught Knowledge- knows that you need to move to space to receive a pass.	- Times runs to avoid being caught Knowledge- knows that a team cannot have all players playing in attack nor defence
P6. Has started to link skills to perform actions and sequences of movement.	- Can move from one action to another seamlessly Knowledge- Knows for example why we take a run up when taking a penalty kick	- Can link 3 or more movements. Knowledge- knows that linked movements create aesthetically pleasing sequences
Personal and Social		
PS1. Communicates effectively and works well with others.	- Listens to others and can express an opinion Knowledge- knows the importance of taking turns when speaking and with equipment	- Engages with others and contributes to the group Knowledge- knows it is important to listen to others' points of view
PS2. Manages feelings and behaviour well.	- Keeps control of their emotions whilst participating Knowledge – that following instructions and rules is for everybody's benefit	- Is considerate to others and their ability level. Knowledge- knows that others will be affected by poor individual choices
PS3. Self-motivated and displays self – confidence.	.Approaches the majority of tasks with confidence Knowledge – that we can learn from our teachers and each other	- Is keen and performs without inhibition. Knowledge – that effort is important in order to progress

PS4. Knows what success looks like - self and others.	- Can articulate what they need to do to accomplish a simple task Knowledge- knows what they need to do to do simple skills better	- Can articulate two or more parts of a success criteria for a skill. Knowledge- That skills are made up of different facets
PS5. Can comment on the work of others using some technical language.	- Can say what they liked about somebody's work and use some technical language Knowledge – can say what they like about somebody's work and say why	- Talks purposefully about others' work explaining in simple terms why they like their work and what they could do even better Knowledge – can say what they liked about somebody's work and use some technical language
PS6. Demonstrates leadership skills.	- Is able to direct others to achieve a common goal Knowledge- knows how to motivate others	- Is able to show clear direction and a sense of purpose. Knowledge- understands when to be decisive
Applying skills		
C1. Applies basic skills competently in a range of physical activities.	- Demonstrates an ability to move fluidly across a range of disciplines Knowledge- how to move, stabilise and manipulate objects consistently well	- Demonstrates mastery of the overwhelming majority of the FMS Knowledge- how to move, stabilise and manipulate objects consistently well
C2. Applies attacking and	Can sense danger and move to intercept a ball	Moves to space without prompting to receive a ball

defending skills within activities which require them	● Knowledge- that all the team need to defend to be successful in stopping the other team attacking	● Knowledge- knows to get the ball out wide where the space is.
C3. Is physically confident and makes a purposeful contribution.	● Needs little encouragement to join in and works determinedly ● Knowledge- knows how to get involved	● Needs no encouragement to join in and works determinedly ● Knowledge- knows how to get into position to receive the ball and signals for it.
C4. Shows awareness of boundaries and rules.	● Can conduct him/herself and accepts decisions - how ● Knowledge – understands what good behaviour looks like and understands most basic rules.	● Plays fairly and shows respect for opponents and decisions made ● Knowledge-knows that their behaviour positively or negatively will impact on their team.
C5. Demonstrates understanding and interpretation of rules and accepts decisions given.	● Can play fairly without looking to gain an unfair advantage ● Knowledge- knows how to accept an officials decision showing respect	● Can refocus quickly after a disappointment ● Knowledge- understands that sometimes officials make the wrong decision
C6. Demonstrates sporting values.	● Can enjoy sport and allows others enjoy it too ● Knowledge- knows that the school games has values and can articulate at least 2	● Plays with consideration for others ● Knowledge- knows that the school games has values and can explain what some mean

Performing				
Year groups				
Desired outcomes	3	4	5	6

Warms up prior to exercise and is able to sustain performance over periods of time.	• Joins in warm ups enthusiastically and shares ideas with others. • Can sustain intensity during physical activity. • <i>Knowledge - that humans, need the right types and amount of nutrition and that humans get nutrition from what they eat</i>	• Can lead a warm up with a partner and explain the importance of warming up. • Can sustain intensity during more exacting physical activity.	• Leads warm ups with a partner confidently using a range of movements. • Can explain why it's important to warm up. • Can sustain demanding physical activity. • <i>Knowledge- knows that we warm up to prepare ourselves physically and mentally and the effects of exercise on different parts of the body.</i>	• Leads warm ups to a large group confidently showing a wide range of appropriate movements and can explain why it's important to warm up. • Demonstrates good stamina and intensity throughout demanding physical activity.
Has a sense of anticipation; can find space and is aware of others.	• Is usually in a position of readiness and focused • Doesn't crowd around the ball. • Is able to find space to receive passes. • <i>Knowledge – what a position of readiness or position of 'Triple threat' is.</i>	• Is often in a position of readiness. • Uses the width of the pitch. • <i>Knowledge – knows how to move away from defenders</i>	• Always has weight on balls of feet and is focused. • Knows where opponents and teammates are. • Adjusts own movements according to the game situation. • <i>Knowledge – knows that if marked well they need to move elsewhere</i>	• Always has weight on balls of feet and is focused. • Knows where opponents and teammates are and adjusts own movements accordingly. • Makes good decisions and takes up dangerous spaces. • <i>Knowledge- knows how to create space for others</i>
Demonstrates agility, balance, coordination and precision.	• Is able to change direction off either foot and can perform a range of skills accurately and consistently. • <i>Knowledge - humans have skeletons and muscles for support, protection and movement.</i>	• Is able to change direction off either foot. • Performs a wide range of skills accurately and consistently.	• Is able to change direction off either foot responding to different game situations. • Performs a range of skills accurately and consistently. • <i>Knowledge- understands what constitutes good technique.</i>	• Is able to change direction off either foot in response to game situations and performs a range of more complex skills accurately and consistently. • <i>Knowledge-understands a range of ways to outwit an opponent/s across a variety of disciplines</i>

Desired outcomes	3	4	5	6
Performs with control and poise.	Takes time when in possession and when executing skills.	- Can carry out skills efficiently without rushing. <i>Knowledge – that taking care and time can often result in better outcomes.</i>	Is composed and focused and able to affect performance of others by making good decisions.	- Is composed, confident and focused and able to affect performance of others by making good decisions. <i>Knowledge – that decisions are influenced by external live factors.</i>
Understands how to work alongside and against others when attacking and defending	- Moves forward to support at appropriate times and works hard to get behind the ball when defending. <i>Knowledge- that best defence involves all team members and players supporting when in attack.</i>	Changes position in response to different circumstances within games knowing when teammates need support either in attack or defence.	- Supports others both in attack and defence. Understands the importance of width when attacking and when to press and drop off when defending. <i>Knowledge- that players will not always stay rigidly in one position and that fluidity within teams is important.</i>	Supports others in attack by overlapping and underlapping, understanding the importance of width and support when attacking and when to press and when to drop off when defending.
Links skills to perform actions and sequences of movement.	Can perform at least 2 skills in tandem.	Moves safely in response to others whilst performing a number of skills.	Moves and responds accordingly to the stimuli that is happening around	Able to combine a number of skills efficiently whilst responding to a changing

		<i>Knowledge- how to link movements to create a sequence of fluid movement</i>	them	environment.
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Personal social and Emotional		Year groups		
Desired outcomes	3	4	5	6
Communicates effectively and listens to others.	Listens to the opinions of others and can communicate verbally and non- verbally to show what they want.	- Listens to the opinions of others and can communicate persuasively verbally and non-verbally to show what they want. <i>Knowledge- recognises when they need help and to develop the skills to ask for help</i>	Able to listen to others and understand their point of view. Able to articulate a way forward for a group.	- Demonstrates good body language whilst actively listening to others. Puts own relevant opinions across succinctly. <i>Knowledge- that communication with others can be verbal and non-verbal and when it is best to use both</i>
Thinks creatively to find solutions to challenges.	Can solve a problem independently to a solution given time to think.	- Thinks imaginatively to solve a problem arriving at a solution which they can communicate to others within a group. <i>Knowledge – that trial and error can be a starting point</i>	Communicates with others and uses their own thoughts and that of others to solve a problem arriving at a solution which they can communicate to others.	Prepared to take risks when adapting to different ‘live situations’ and can find a solution and implement it.

		<i>for reaching a solution</i>		
Works well with others in a range of contexts.	- Works well with both sexes and shows support for children less able. <i>Knowledge- that their actions affect themselves and others</i>	- Enjoys being challenged even when out of their own personal comfort zone. Works well independently and within a team. <i>Knowledge - recognises and challenge stereotypes</i>	- Shows a desire to improve individually and is able to get the best out of others by considering the needs of the team before themselves <i>Knowledge- can work collaboratively towards shared goals</i>	- Intrinsically motivated they thrive on personal challenge and accept responsibility as a member of the team when things are not going to plan. <i>Knowledge - listens and responds respectfully, feels confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</i>
Desired outcomes	3	4	5	6
Reflective and able to recognise success in self and others.	Knows how they have performed and	- Able to identify Most Valuable Player based on the school games Values. <i>Knowledge – understands the school games values</i>	Able to analyse own and others' performance against a success criteria.	- Able to identify highest attaining players and those making most progress from their starting points. <i>Knowledge – can give rich and constructive feedback and support to benefit others as well as themselves</i>

Evaluates the work of others using correct technical language.	- Can explain what others have done well using some technical vocabulary. Knowledge- technical vocabulary across different areas of physical education	- Can say what is good and needs improving using reasoning.	- Able to analyse and evaluate own strengths and areas for development and can articulate to peers what success looks like. Knowledge - reflects on and celebrates their achievements, identify their strengths and areas for improvement, set high aspirations and goals	Can use technical language appropriately across all 6 areas of PE national curriculum and can articulate to others how to improve in a mature and supportive manner.
Demonstrates leadership skills.	Is competitive and able to motivate others to perform to the best of their ability	Is resilient and able to keep a team going in the face of adversity at all times displaying school games values.	- Is willing to listen to and share ideas and act decisively. Knowledge - knows that they have responsibilities in school and to continue to develop the skills to exercise these responsibilities.	- Takes the initiative. Knowledge- can resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

Applying	Year groups			
Desired outcomes	3	4	5	6
Enjoys competing	Is a good listener and possesses a desire to	Is excited by new opportunities and	Thrives on competition. Wants to achieve his/ her	Works determinedly and tenaciously to achieve the

and challenging him/herself to improve.	improve	demonstrates a good work ethic ● Knowledge- knows where to get information about how to improve	best and acts upon advice in order to achieve their goals.	best for themselves and their team. Answers and asks questions and implements advice.
Applies skills effectively in different situations and within a range of physical activities	Can work both independently and as part of a team and transfers skills seamlessly across many areas of the PE curriculum	Can work both independently and as part of a team and transfers skills seamlessly across the majority of the PE curriculum	- Is creative and able to adapt fluently from one task to another Knowledge – can recognise, predict and assess risks in different situations and decide how to manage them.	- Can transfer their motivation from one activity to another setting high personal standard based on technique and skill application Knowledge- can differentiate between the terms, 'risk', 'danger' and 'hazard'
Is self-motivated and physically confident and actively engages in competitive situations.	Is a team player who shows a desire to do well personally and for the team. Enjoys the challenge of competition.	- Highly self- motivated he/she is confident and enjoys competition Knowledge - recognises that they may experience conflicting emotions and when they might need to listen to, or overcome these.	Is a team player who shows a desire to do well personally and for the team. Can influence teammates positively through their strength of personality.	Intrinsically motivated he/she exudes confidence and performs well under pressure thriving on competition.

Desired outcomes	3	4	5	6
Demonstrates specific tactical/performance awareness.	Knows what constitutes a good performance and is able to think of different ways to maximise his/her chances to perform to their optimum.	Is an astute thinker and organiser who maximises their team or group's performance by communicating and taking quick and decisive action	- Understands what good performance looks like and is always alert to opportunities to gain an advantage through quick thinking. Knowledge- knows functions of different parts of a team	Understands what constitutes good performance across different domains. Is always alert and adapting to changing circumstances.
Demonstrates understanding and interpretation of rules and accepts decisions given.	Knows lots of the rules of games and abides by rules and decisions given the vast majority of the time.	Knows the rules of games and accepts that at times decisions will go for and against without allowing decisions to affect their performance.	Takes responsibility for own performance. Knows and abides by rules of the game and can play fairly without the need for an official.	- Takes responsibility for own performance. Knows and abides by rules of the game and can play fairly without the need for an official. Can reason with others about why a decision is fair/unfair Knowledge - develops strategies to resolve disputes and conflict through negotiation and appropriate compromise

Demonstrates sporting values.	• Works fairly and to the best of their own ability whilst being supportive of others.	• Sets an example insisting that all try their best and play fairly. • <i>Knows what the majority of the school games values are and can articulate what they mean</i>	• Takes part with consideration for others and is empathetic to the limitations of others	• Invariably demonstrates self-belief, respect, honesty, teamwork and determinations. Demonstrates good sportsmanship
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	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Dance	Choreographing	• Can create a simple dance phrase • <i>Knowledge –How to communicate meaning through simple steps to a count.</i>	• <i>Knows how to create a series of dance phrases.</i> • Knowledge –Knows actions and dynamics,	• Creates a series of phrases to be performed in a range of formations. • <i>Knowledge – How to use space and relationships between dancers</i>	• Can create different phrases to be performed in formations with transition from one formation to another. • <i>Knowledge – knows transition movements that can take you from one phrase to another</i>
	Dancing and refining. Performing to an audience	• Can train and develop their movement memory • <i>Knowledge –How to move to a fixed count and work</i>	• Enjoys dance and is engaged and motivated while dancing. • <i>Knowledge- How to improve dance through</i>	• Has the stamina, suppleness and strength to participate in dance, understanding and applying aspects of safe dance practice.	• Shows a desire to improve in dance by constantly looking to improve elements of the work. • <i>Knowledge – How to</i>

		with others.	timing and dynamics.	• Knowledge – knows how to refine and clarify movements, through movement phrases and genres.	dance with expression, understanding, sensitivity, feeling, focus and projection.
	Analysing and evaluating	• Watches others' work respectfully • Knowledge- Can comment on the work of others and say what they like about others' work	• Gives positive feedback to others about their work • Knowledge- knows how to give constructive feedback to a partner	• Can analyse where a dance needs to improve • Knowledge – knows how to comment constructively on group work and suggest areas for development	• Can watch performances and pick out strengths and say how it needs to improve • Knowledge- knows how to think critically about dance and communicate effectively about their own and others' work

	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Strike and Field games	Batting	- Hitting off tees. Running between marked points, Knowledge – how to grip a bat and to run after hitting the ball.	- Striking off tee perched on a stump. - Straight drive off tee then from bounce. - Calling and running between wickets/ bases touching bat over and sliding on final run. Knowledge – batting stance and how to call for a run.	- Striking to the off side. - Different calls when running. Knowledge – Who calls when running between the wicket/ bases	- Using feet to get to pitch of the ball and drive (cricket) - Turning when running between the wickets. Knowledge – how to transfer hands so as not to turn blind to the fielder.
	Ground fielding	- Catching- ready position, W shape and cushioning - Two handed pick up and overarm throw Knowledge – ready position, how to make a W shape	- Catching on the move Knowledge -getting in line with the ball and taking in line with the nose. - One handed swoop, pick up and underarm throw Knowledge- Walking in and being in a position of readiness.	- Catching high ball. Knowledge - Calling name-taking responsibility. - Long barrier and overarm return with backing up Knowledge – where to position self to back up effectively.	- Catching balls over head and in front involving different type of footwork. - Chase and retrieve with backing up. Knowledge – when to return on the bounce and when to return on the full.
	Bowling	- Bowling after rocking back into action (cricket) - Underarm bowling (rounders) Knowledge- Grip,	- Bound and coil (cricket) Knowledge – which foot to take off from and with foot on or behind the crease line.	- Bowling for pace Knowledge – bowl from close in to the stumps and follow through	- Different ways of gripping a ball to make it move in different ways. Knowledge – bowl using different grips

		<i>sideways stance.</i>			
	Wicket keeping/ Backstop	- Stance behind stump/base Know – stance and hand positioning	- Receiving ball without moving backwards. Rising as ball hits the ground (cricket) Knowledge- when to rise and how to cushion the impact	- Taking ball on off or leg side (cricket) Knowledge-how to step across to leg or off side without stepping backwards to take the ball	- Releasing ball with powerful overarm throw to first base (rounders) Knowledge – knows best feet position dependent upon which base you want to throw to

	<i>Area</i>	<i>EYFS</i>	<i>Y1 and 2</i>	<i>Y3 and 4</i>	<i>Y 5 and 6</i>
Invasion games	Sending	- Send over short distances. Knowledge- which technique to use to send over short distances	- Pass and move; one-tuos Knowledge- to move into space to receive from a teammate	- Pass over medium distances and move away from opponents Knowledge- how to lose an opponent	- Pass first time and for receiver to run onto a pass. Knowledge- when to take a touch before sending and when to send first time
	Receiving	- Trapping/ receiving the ball. Knowledge – how to take up a position of readiness to receive	- Cushioning. Knowledge -Moving in line with the ball and absorbing the impact	- Moving into space Knowledge – how to signal when want to receive	- Move away from opposition and receive on the half turn. Knowledge – how to receive a ball in different ways and

					retain possession
	Attacking	• Dodging off both feet. • Dribbling taking lots of touches. Stop and turn. • Shooting for power • Knowledge – how to send powerfully	• Dribbling. • Change direction on command. • Shooting for accuracy • Knowledge – how to turn in different ways	• Shielding a ball from an opponent. • Knowledge – how to position body between and opponent and the ball to retain possession	• Using extra player e.g. 4 v 3 • Using deception to trick opponents • Knowledge – how to use width and support
	Defending	• Closing space and making interceptions • Knowledge- how to close space and ready self	• How to jockey and slow an attack down • Knowledge –how to jockey and not over committing	• Tracking an opponent. • Defending as a team • Knowing how to position your body to be aware of where the ball is and where opponents are.	• Coping with fewer players e.g. 4 v 3 • Knowledge – positioning of other teammates

	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Net/ Wall game s	Moving around court	• Ready position. Moving sideways to strike. • Knowledge- knows to have weight on balls of feet when moving around the court	• Ready position with rackets Moving forward, backwards, sideways • Knowledge- knows the importance quickly of getting into the right position to hit the ball back	• Ready position singles. Moves into the net and behind baseline. • Knowledge- knows to move back into the centre of the court	• Ready position singles and doubles. Moves in response to partner. • Knowledge- knows how to work alongside a partner

	Racket control	- Grip with dominant hand. Move ball around forehand and backhand. Knowledge – knows which is dominant hand and to move ball around using forehand and backhand	- Can keep ball balanced on racket and keep the ball under control. Knowledge- knows what height to strike the ball at.	- Bounce ball continuously on forehand and backhand Knowledge- to cushion the impact and to develop a soft feel for the ball	- Different grips forehand and backhand Knowledge that forehand and backhand grips alter and that backhand can be two handed
	Range of shots	- Hit a ball from a tee. Knowledge – to get into a sideways position and strike from a high backlift	- Strike forehand and backhand from self- feed Knowledge- can strike from own feed on forehand.	- Can strike from own feed on forehand and backhand and sometimes from a partner's feed. Knowledge- How to get into the best position to return a ball successfully.	- Can maintain a rally with a range of strokes including Overarm serve, Volley forehand and backhand. Knowledge- Knows names of different types of shots
	Game play	- Throw and catch after one bounce Knowledge to track a ball with eyes and to can move laterally in line to receive	- One on one hand tennis passive rallies. Knowledge – to move forwards or backwards depending on the depth of the ball	- Singles rallies. Knowledge- knows when to attack and when to defend	- Doubles. Moving into net. - Calling name when ball between 2. Knowledge- knows when to execute certain shots.

	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
		Step over and through	Simple foot drills in	More complex foot drills in	Plyometric jumping.

18

		<i>position.</i>			<i>follow through</i>
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	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Gymnastics	Conditioning And warming up	- Can follow a warm up and carry out exercises enthusiastically Knowledge- Why it is important to warm up the body.	- Can warm up a partner Knowledge-Knows a variety of exercises which target different areas of the body.	- Can warm up a small group of other effectively Knowledge- knows suitable body preparation activities and how to lead a group	- Can warm up a large group Knowledge- How to prepare the body for a distinct discipline e.g. flight, weight on hands and articulate why.
Gymnastics	Floor work	Can create sequences linking ideas Knowledge – importance of moving from one move gracefully to another	- Can use a range of gymnastic techniques with control and good technique Knowledge – can articulate the technical process involved in executing movements	- Can perform more complex sequences with smooth transitions Knowledge- how work at different levels provides aesthetic variety.	- Can perform more complex sequences with smooth transitions whilst working with and alongside others. Knowledge – understands different ways of working with others – unison, matching, mirroring etc.

	Apparatus	- Can use the apparatus to perform sequences involving weight on hands, balancing, rolling, flight and travel Knowledge – how to transport apparatus safely and how to use apparatus safely	- Can change direction, work at different levels and use the floor space imaginatively. Knowledge – how to work safely alongside others whilst travelling in different directions	- Can perform sequences that flow, displaying multiple skills and a range of dynamics Knowledge – knows how to use various dynamic effects to create aesthetically pleasing movement	- Can show a wide range of well executed movements using a range of dynamics and with and alongside others. Knowledge – knows how to execute a wide range of the main gymnastic skills.
	Area	EYFS	Y1 and 2	Y3 and 4	Y 5 and 6
Outdoor and Adventurou	Physical Activity and map reading		- Simple map reading and finding clues Knowledge- how to read a simple map and work as a team to find clues	- Basic orienteering and running activities matching symbols Knowledge- Know ordnance survey symbols and to exert self to achieve goals	- Different types of orienteering and more complex symbols to match Knowledge- know how to read a map and use the strengths of the group to bring about the best outcome

Outdoor and Adventurous	<i>Team challenges</i>		• <i>Solving problems by working together.</i> • <i>Know how to listen to others and to communicate clearly</i>	• Activities when blindfolded and using apparatus. • Knowledge- know how to give very clear instructions to keep a partner safe	• Solving problems involving non-verbal communication • Knowledge- know how to use a variety of non-verbal communication
	<i>Problem Solving</i>		• Solve simple problems by planning, performing and evaluating • Knowledge- how to look internally for ideas and then to other groups if none are forthcoming	• Solve problems through discussion, doing and evaluating • Knowledge – how to listen to all ideas and plan an activity before undertaking it	• Solve complex problems through discussion, doing and evaluating • Knowledge – how to solve difficult challenges, how to discuss first and then evaluate at end.