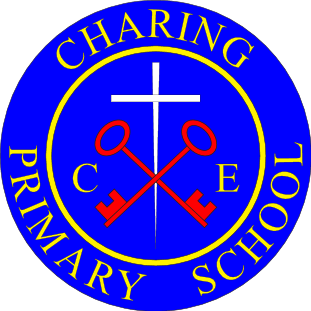
**Charing CEP School**

**Living and learning with faith, friendship and fun**

Charing School is an inclusive family, proud of our faith in God and our friendship with our community. We develop respect, aspiration, curiosity, tolerance and determination. We are a creative, compassionate and confident team.



Progression of Skills Document

**Progression of Skills in Physical Education**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Skills** | **Year R** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Games**  **(Invasion Games, Strike/Field Games and Net/Wall Games.)** | Physical Development: Moving and Handling/ Health and Self- care | - Move freely using suitable spaces and speed.  - Know equipment needs to be used safely.  - Demonstrate increasing control over objects.  - Move confidently.  - Use safety measures without direct supervision.  - Demonstrate good control and co-ordination in large and small movement.  - Move freely in a variety of different ways.  - Show a dominant hand.  - Make anticlockwise movement.  - Stand on one foot.  - Catch a ball.  - Experiment moving in different ways on equipment and jump landing safely.  - Manage own risk assessment.  - Help to put away equipment correctly  - Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other’s successes.  - Write some letters and copy their name.  - Understand the need for varied and healthy food.  - Use scissors and other tools safely.  - Draw lines and circles. Hold a pen correctly.  - Understand their own needs hunger/toilet/personal hygiene.  -Dress with support.  - Use tools to change to materials. | - I can throw underarm  - I hit a ball with a bat.  - I move and stop safely.  - I throw and catch with both hands.  - I throw and kick in different ways. | - I use hitting, kicking, and/or rolling in a game.  - I decide the best space to be in during a game.  - I use a tactic in a game.  - I follow rules. | - I throw and catch with control.  - I am aware of space and use it to support team-mates and to cause problems for the opposition.  - I know and use rules fairly. | - I catch with one hand.  - I throw and catch accurately.  - I hit a ball accurately with control.  - I keep possession of the ball.  - I vary tactics and adapt skills depending on what is happening in a game. | - I gain possession by working a team.  - I pass in different ways.  - I use forehand and backhand with a racket.  - I can field.  - I choose a tactic for defending and attacking.  - I choose a tactic for defending and attacking.  - I use a number of techniques to pass, dribble and shoot. | - I play to agreed rules.  - I explain rules to others.  - I can umpire.  - I make a team and communicate a plan.  - I lead others in a team situation. |
| **Gymnastics** | - I can make my body curled, tense, stretched and relaxed.  - I control my body when travelling and balancing.  - I copy sequences and repeat them.  I roll, curl, travel and balance in different ways. | - I plan and perform a sequence of movements.  - I improve my sequence based on feedback.  - I think of more than one way to create a sequence which follows some ‘rules.’  - I work on my own and with a partner. | - I adapt sequences to suit different types of apparatus and criteria.  - I explain how strength and suppleness affect performances.  - I compare and contrast gymnastic sequences. | - I work in a controlled way.  - I include change of speed and direction.  - I include a range of shapes.  - I work with a partner to create, repeat and improve a sequence with at least three phases. | - I make complex extended sequences.  - I combine action, balance and shape.  - I perform consistently to different audiences. | - I combine my own work with that of others.  - I choose my own music and style. |
| **Dance** | - I move to music.  - I copy dance moves.  - I perform my own dance moves.  - I make up a short dance.  - I move safely in a space. | - I change my rhythm, speed, level and direction in my dance.  - I dance with control and coordination.  - I make a sequence by linking sections together.  - I use dance to show a mood or feeling. | - I improvise freely and translate ideas from a stimulus into movement.  - I share and create phrases with a partner and small group.  - I repeat, remember and perform phrases. | - I take the lead when working with a partner or group.  - I use dance to communicate and idea. | - I compose my own dances in a creative way.  - I perform to an accompaniment.  - My dance shows clarity, fluency, accuracy and consistency. | - I develop sequences in a specific style.  - I choose my own music and style. |
| **Athletics** | - Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other’s successes. | - Participate in Sports day and physical activities that are included within this using a variety of equipment, taking turns and celebrating other’s successes. | - I run at fast, medium and slow speeds: changing speed and direction.  - I take part in a relay, remembering when to run and what to do. | - I run over a long distance.  - I sprint over a short distance.  - I throw in different ways.  - I hit a target.  - I jump in different ways. | - I am controlled when taking off and landing.  - I throw with accuracy.  - I combine running and jumping. | - I demonstrate stamina. |