

Skills Progression



Communicate
Live Healthily
Accept and Respect
Understand the Wider World
Dream Big
Explore



Whingate's Curriculum Aim

Our PE curriculum at Whingate follows a skills-based progression journey, which allows pupils from Foundation Stage to Year 6 to recognise the key skills needed across a variety of sports:

- Net and Wall games
- Invasion games
- Striking and Fielding games
- Multi-skills and Athletics
- Outdoor Adventurous Activity
- Dance
- Gymnastics
- Skipping
- Swimming
- Health Related Fitness
- PE Mindfulness and well-being

Our skills progress from year to year, allowing children to learn, practise and master a range of skills needed for them to confidently and competently participate in a range of sporting activities by Year 6.

| | FS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <u>Multi-Skills and Athletics</u> | I can throw a ball. | I can use an overarm throw. | I can use an overarm throw to hit a target. | I can use a basic throwing technique for overarm throw for javelin. | (Swimming) | I can confidently use a basic throwing technique for overarm throw for javelin. | I can choose the correct throwing technique. |

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| | I am developing skills to aim when throwing | I can use an underarm throw. | I can use an underarm throw to hit a target. | I can throw with control and power. | (Swimming) | I can use a basic throwing technique for shotput. | I can confidently use a basic throwing technique for shotput. |
| | | I can throw with some control. | I can throw with control. | I can throw with control and direction. | (Swimming) | I can consistently throw with control and power. | I can throw with control and power consistently. |
| | I can jump on the spot | I can perform the jumping technique for long jump. | I can perform the jumping technique for long jump with control. | I can perform jumping technique with control and power for long jump | (Swimming) | I can perform a jumping technique with control for long jump, triple and high jump. | I can perform jumping technique with control and power for long jump, triple and high jump. |
| | | I can perform the jumping technique for the high jump. | I can perform the jumping technique for the high jump with control. | I can perform jumping technique with control and power high jump. I can use running | (Swimming) | | |
| | I can run and stop | I can use running technique and am beginning to understand arm and leg movements. | I can use running technique for different speeds. | I can use running technique for different speeds during a race. | (Swimming) | I can use the correct running technique for different types of races. I can pass a baton whilst running. | I can reflect on my running technique, knowing when to and how to improve. I can record scores of myself and others' performances of jumps, throws and running events. |
| | I can take part in sport | I can recognise that my body makes changes when exercising. | I can describe the changes that happen to my body when I exercise. | I can identify and use key points to improve my techniques. | (Swimming) | I can give feedback on peer and self-performance. | I can give detailed feedback on peer and self-performance. I can use feedback to improve my own performance. |

| | <u>FS</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
|----------------------------|------------------|--|--|--|--|---|---|
| <u>Striking and</u> | | I am aware of the ready catching position when fielding. | I know when the ready position would be used for catching when fielding. | I am beginning to use the ready position for catching when fielding. | I can use the ready position for catching when fielding. | I can use the ready position for catching when fielding consistently. | I can use the ready position for catching when fielding consistently in a game situation. |

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| <u>Fielding</u> | I can throw a ball with developing confidence | I know that I can throw in different ways and can explore these. | I can develop my throwing by throwing in different ways. | I understand basic throwing and catching skills and can use a range of these. | I understand basic throwing and catching skills and can use a range of these with some control and accuracy. | I understand basic throwing and catching skills and can use a range of these with control and accuracy. | I understand basic throwing and catching skills and can use a range of these with control and accuracy within a competitive game situation. |
| | I am developing skills to hold a bat | I can hold a bat correctly and know that the bat hits the ball. | I can explore striking the ball with the bat. | I can use batting techniques with some control and some accuracy. | I can use batting techniques with control and accuracy. | I can choose and show batting techniques with control and accuracy. | I can choose and show batting techniques with consistent control and accuracy in games to score points |
| | | I can explore fielding skills and develop fielding skills. | I can explore and develop fielding skills with some control. | I can develop my fielding techniques with control and some accuracy. | I can develop my fielding techniques with control and accuracy. | I can show fielding techniques with control and accuracy consistently. | I can show fielding techniques with control and accuracy consistently in games to score points. |
| | | I know the names of the sports that use striking and fielding skills. | I know that striking and fielding games are competitive. | I know some rules for games. | I know the rules for games. | I can use all skills to be able to play a competitive game of cricket. I know which team has won the game. | I can use all skills to be able to play a competitive game of cricket. I show respect to the opposition. I can evaluate my own, and my team's performance |

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|----------------------------|---|---|---|---|---|--|---|
| <u>Net and Wall</u> | I have a developing confidence when holding a ball | I know how to hold a racket/ ball. | I can hold and control a racket/ball. | I can control a ball using my hands. | I can control a ball using a racket. | I can control a ball with my hands or a racket and aim at a target. | I can control a ball with my hands or a racket and aim at a target in a game situation. |
| | I can move safely I have overall body-strength | I can use appropriate footwork to move around safely. | I can use appropriate footwork to move around safely. I can speed up and | I know when to use appropriate footwork to speed up slow down and am beginning to | I know when to use appropriate footwork to speed up slow down and move from side to | I can use appropriate footwork to speed up slow down and move side to side | I can use appropriate footwork to speed up slow down and move side to side |

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| | to move with some agility | | slow down. | move from side to side. | side. | effectively at the correct time. | effectively at the correct time in a game situation. |
| | I have overall body-strength to coordinate movements | I know the ready stance. | I know the ready stance and can perform this safely. | I know the ready stance and can perform this safely most of the time. | I know the ready stance and can perform this safely and with good consistency. | I can perform the ready stance safely and with control whilst holding a racket. | I can perform the ready stance safely and with control whilst holding a racket in a game situation. |
| | | I know there are different shot techniques. | I know there are different shot techniques and am beginning to use these. | I can perform some shot techniques. | I can perform a range of shot techniques with accuracy. | I can perform a range of shot techniques with accuracy in a game situation. | I can perform a range of shot techniques with accuracy in a game situation and change these to outwit the opposition. |

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|------------------------------|--|--|---|--|---|---|--|
| <u>Invasion Games</u> | I am developing skills to throw and catch a ball | I know how to throw and catch a ball. | I know how to throw and catch a ball using appropriate techniques (e.g. 'W' shape). | I can throw and catch a ball using appropriate techniques with increasing accuracy. | I can throw and catch a ball using appropriate techniques with increasing accuracy. | I can throw and catch a ball using appropriate techniques with increasing accuracy, control and confidence. | I can throw and catch a ball using appropriate techniques with increasing accuracy, control and confidence. |
| | I can move in different ways incl. running, skipping, hopping, | I can explore movements. | I can perform movements with some elements of control. | I can explore movement patterns in team games. | I can explore and demonstrate effective movement patterns in team games. | I can perform evasion and dodging skills for a variety of team games with control. | I can perform evasion and dodging skills for a variety of team games with control more competitively. |
| | I am developing skills to pass a ball | I am beginning to understand passing and dribbling skills. | I can perform passing and dribbling skills with control. | I can perform passing and receiving skills and know when to do them at the right time with accuracy. | I can show passing and receiving skills and know when to do them at the right time with accuracy. | I am beginning to demonstrate effective tactics and communication for game situations when passing and receiving with | I understand the use of tactics and communication for game situations when passing and receiving in competitive games. |

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| | | | | | | some elements of competition. | |
| | I have developing skills and the confidence to kick a ball | I can demonstrate shooting technique. | I can demonstrate shooting technique with more accuracy. | I can perform the correct shooting technique successfully. | I can perform the correct shooting technique consistently across a range of team games. | I can perform effective and accurate shooting/scoring technique with consistency when working within a team. | I can perform effective and accurate shooting/scoring technique with consistency when playing competitively. |
| | I am developing skills to aim when kicking a ball | I know that team games include opposition. | I know how to beat a defender. | I am aware that tactics are used within team games. | I am starting to show tactics within team games. | I can choose positions in my team and know how to help when attacking | I can choose and use different formations to suit the needs of the game and my team. |
| | | I know that invasion games are team games. | I can name some invasion games confidently. | I can explore the main rules for Various games. | I know the main rules for Various games confidently. | I understand rules of games and am starting to apply these in games. | I understand rules of games and apply them to games independently. |

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|--------------------------|--|--|--|---|--|--|--|
| <u>Gymnastics</u> | I have overall body-strength to balance | I know the 5 basic shapes. | I am confident in naming the 5 basic shapes. | I know the 7 basic shapes. | I am confident in naming and demonstrating the 7 basic shapes. | I am confident in naming and demonstrating the 7 basic shapes. I can perform these with control. | I am confident in naming and demonstrating the 7 basic shapes. I can perform these with control within a sequence of other gymnastic skills. |
| | I can roll I can crawl I can climb | I can perform basic rolls, using hands for help. | I can link rolls together with other actions and shapes. | I can perfect and accurately perform pencil roll and forward roll with increasing confidence and control. | I can perform a backwards roll safely and with good control. | I can start and finish forward roll with a different shape (straddle, tuck, standing). | I can perform a circle (teddy bear) roll. |
| | I can jump from a still | I can begin to perform a range | I can name and perform a range of | I can perfect previously taught | I can perform a range of jumps | I can perform half and quarter turn | I can perform full rotational control |

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| | position I can hop | of jumps. | jumps with control and balance. | jumps and use them within a sequence. | taking off or landing on mats and using apparatus. | jumps with accuracy and control. | with accuracy and control. |
| | I can use apparatus indoors and outdoors | I know how to move around safely in a variety of different ways, direction and speed. | I am beginning to move around in a variety of different ways, direction and speed with control. | I can talk about and demonstrate ways to make an activity safe. | I can travel in different ways using a combination of floor and apparatus. | I can ravel differently and utilise these to make a sequence more interesting. | I can link movements in a sequence with fluency, accuracy and control. |
| | I can move safely on apparatus indoors and outdoors | I am beginning to understand how to move in unison. | I understand how to move in unison within a small group. | I am beginning to understand the term cannon and demonstrate this within a small group. | I understand how to move in unison and in cannon and can perform these movements within a small group. | I can create and perform a basic routine using unison and cannon movements. | I can create and perform a complex and creative routine using unison and cannon movements driven by imagination. |
| | I can take part in gymnastics | I am beginning to perform basic gymnastics skills in a sequence. | I can perform basic gymnastic skills in a sequence within a small group. | I am beginning to understand the terms counter balance and counter tension and practise these movements with a partner. | I can perform counter balances and use counter tension to perform basic gymnastic skills within a small group. | I can develop a gymnastic sequence incorporating previously taught balances, travel styles, jumps and rolls. | I can confidently link movements in a sequence with fluency, accuracy and control. |

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|---------------------|---|---|---|--|---|---|---|
| <u>Dance</u> | I can move fluently | I can Vary the speed of actions. | I can change the speed and level of my actions. | I can perform different movements at different speeds according to the idea I am trying to communicate. | I can perform movements with accuracy and timing whilst being able to understand how different speeds improve my performance. | I can adapt given dance movements and make them my own using contrasting speeds. | I can confidently create, perform and analyse dance sequences and movements in different size groups. |
| | I can combine basic movements with ease and fluency | I am beginning to create and demonstrate ways of using my body to represent animal movements. | I can copy and remember actions, and create a short motif inspired by a stimulus. | I am beginning to compare and adapt movements and motifs to create a larger sequence using simple choreographic devices such as unison, canon and mirroring. | I am beginning to compose longer dance sequences in a small group and improvise with a partner. | I can compose individual, partner and group dances that reflect the chosen dance style. | I can dance with fluency and control, linking all movements and ensuring that transitions flow. |
| | | I can perform a short routine in a | I can watch peers perform and show | I can watch others perform and | I can make simple suggestions to | I can analyse and improve their own | I can perform actions correctly |

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| | | group, working as a team. | respect for others. | describe what I see (what I like / don't like). | improve my own and others' work. | and others' performances. | and analyse to find improvements. |
| | I am beginning to move with control and grace | I am beginning to explore moving to a range of music with different emotions (happy, sad, tense, excited) | I am beginning to describe how dance makes me feel. | I am beginning to compare feelings and emotions that different movements and speeds are creating. | I can identify different emotions which can be portrayed through dance and explore creating routines that portray a range of feelings. | I can create expression and emotion through dance moves. | I can explore different dance styles and understand their origins and purpose. |
| | I can take part in dance | I can describe whether a beat is fast or slow. | I am beginning to copy and perform simple actions to the beat of the music with some accuracy. | I can improve the timings of my actions. | I am beginning to demonstrate rhythm and special awareness when performing. | I can ensure my actions fit the rhythm of the music. | I can move rhythmically and accurately in dance sequences. |

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|--|------------------------|---|----------------------|--|---|---|--|
| <u>Outdoor Adventurous Activity (OAA)</u> | I can explore outside. | I like going outside to solve problems. | | I know what OAA stands for. | I know some of what OAA entails. | I know what OAA entails. | I know and understand what OAA entails. |
| | | I am beginning to share my ideas with other people. | | I can work effectively as a team, share ideas. | I can work effectively as a team, share ideas, and help others to solve problems. | I can show some problem solving, teamwork and communication skills. | I can show problem solving, teamwork and communication skills. |
| | | I am exposed to simple maps. | | I understand what the purpose of a map is. | I can sometimes use maps to locate items. | I know what a compass is. | I can use a compass to read a map. |
| | | I can follow a sequence of basic directions. | | I can follow a map. | I know how to use a compass to follow more detailed maps. | I can create a map/course for other groups to be able to follow. | I can follow a map made by somebody else. |

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| <u>Health Related Fitness</u> | I Know and talk about the different factors that support their overall health and wellbeing: | I am beginning to understand that my breathing rate increases during exercise. | I am beginning to know what heart rate, breathing rate and body temperature mean. | I can discuss the location of key muscles within the body. | I know what the heart rate is and why it needs to increase during exercise. | I can explain how and why warm-ups need to gradually increase in intensity. | I understand the different joints mobilised joining certain movements. |

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| | regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian | | | | | | |
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|------------------------|------------------------------------|----------------------|--|--|--|----------------------|----------------------|
| <u>Skipping</u> | I can skip without apparatus/ rope | | I know how to hold a skipping rope correctly. | I can hold a skipping rope correctly. | I can hold a skipping rope correctly consistently. | | |
| | | | I am beginning to control a skipping rope. | I can control a skipping rope. | I can control a skipping rope consistently. | | |
| | | | I can skip in time to jump once in a group skip. | I can run into a group skip and jump. | I can run into a group skip and jump confidently. | | |
| | | | I can coordinate with others to skip as a team. | I can coordinate with others to skip as a team to music. | I can create a skipping routine to music. | | |
| | | | | I am beginning to use apparatus when skipping. | I can skip using apparatus. | | |

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| <u>Performance Evaluation</u> | | | | I can use other people's opinions to help make my performance better. | I am beginning to use constructive criticism to improve my performance. | I am increasingly able to use constructive criticism to improve my performance. | I can use constructive criticism to improve my performance. |
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Year 4 - Year 6

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| <u>Swimming</u> | <p><i>By the end of Year 6, our pupils at Whingate should be able to:</i></p> <ul style="list-style-type: none"> • I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke. • I can perform safe self-rescue in different water-based situations. • I can swim competently, confidently, and proficiently over a distance of at least 25 metres. |
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