**Marwood School PE Progression of Skills**

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| Reception | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
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| Games | Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)  • Children show good control and co-ordination in large and small movements. (PD – M&H ELG)  • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)  • Experiments with different ways of moving. (PD M&H 40-60)  • They move confidently in a range of ways, safely negotiating space. (PD M&H ELG) | | | | | |
| Gymnastics | The main Early Years Outcomes covered in the Gymnastics units are:  • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)  • Experiments with different ways of moving. (PD M&H 40-60)  • Jumps off an object and lands appropriately. (PD M&H 40-60)  • Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&H 40-60) | | | | | |
| Dance | • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50)  • Experiments with different ways of moving. (PD – M&H 40-60)  • Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG)  • Enjoys joining in with dancing and ring games. (EAD – M & M 30-50)  • Beginning to move rhythmically. (EAD – M & M 30-50)  • Imitates movement in response to music. (EAD – M & M 30-50)  • Begins to build a repertoire of songs and dances. (EAD – M & M 40-60)  • Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG) • Developing preferences for forms of expression. (EAD – BI 30-50) • Uses movement to express feelings. (EAD – BI 30-50) • Creates movement in response to music. (EAD – BI 30-50) • Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50) • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60) • Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG) | | | | | |
| Athletics | • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60)  • Children show good control and co-ordination in large and small movements. (PD – M&H ELG)  • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)  • Experiments with different ways of moving. (PD M&H 40-60)  • They move confidently in a range of ways, safely negotiating space. (PD M&H ELG) | | | | | |

**Marwood Primary School PE Progression of Skills**

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| KS1 | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
|  | **Dance (Y1)**  **Dance (Y2) , ,** | **Yoga (Y1)**  **Yoga (Y2) ,** | **Multiskills (Y1)**  **Multiskills (Y2) ,** | **Invasion games(Y1)**  **Invasion games (Y2) ,** | **Gym(Y1)**  **Gym(Y2)** | **Multiskills (Y1)**  **Multiskills (Y2)** |
| Games |  |  |  | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:  • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;  • participate in team games, developing simple tactics for attacking and defending;  • perform dances using simple movement patterns |  |  |
| Gymnastics |  |  |  |  | • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. |  |
| Dance | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:  • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;  • perform dances using simple movement patterns |  |  |  |  |  |
| Athletics |  |  |  |  |  |  |

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| LKS2 | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
|  | **Swimming**  **Yoga**  **Circuits**  **Hockey / Tag Rugby** | **Gymnastics: Shape**  **Dance**  **Athletics** | **Net & Wall: fundamentals**  **Dance: Carnival of the Animals** | **Swimming**  **Yoga**  **Circuits** | **Invasion games: Fundamentals/ Football**  **Gymnastics: Shape** | **Dance**  **Athletics**  **Net & Wall: Badminton** |
| Games | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best |  | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best |  | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination; • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending; • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • compare their performances with previous ones and demonstrate improvement to achieve their personal best |
| Gymnastics |  | • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |  |  | • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. |  |
| Dance |  | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. |  |  | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; • perform dances using a range of movement patterns; • compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| OAA |  |  |  |  |  |  |
| Athletics |  | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:  • use running, jumping, throwing and catching in isolation and in combination;  • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;  • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];  • compare their performances with previous ones and demonstrate improvement to achieve their personal best | . |  |  | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:  • use running, jumping, throwing and catching in isolation and in combination;  • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;  • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];  • compare their  performances with previous ones and demonstrate improvement to achieve their personal best |

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| UKS2 | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
|  | **Netball**  **Volleyball**  **Football**  **Dance: Vikings** | **Gymnastics**  **Hockey**  **Dance: Around the world**  **Dance: Electricity** | **Athletics**  **OAA - orienteering**  **Rounders Tennis** | **Netball**  **Tag Rugby**  **Football**  **Dance: WWII** | **Dance: Ancient Egypt**  **Hockey**  **Tennis**  **Volleyball** | **Kwik cricket**  **Rounders**  **Gym: Rivers & Mountains**  **Athletics** |
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