



The Hermitage Junior School – PE Skills Progression



By the end of Key Stage 2, children 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:

- 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]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Indoor PE

| | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------|--|---|--|---|
| Cognitive | Begin to order instructions, movements and skills. With help, recognise similarities and differences in performance and explain why someone is working on performing well. | Understand the simple tactics of attacking and defending. Explain what is being done well and begin to identify areas for improvement. | Understand ways to judge performance and identify specific parts to continue to work upon. Use awareness of space and others to make good decisions. | Have a clear idea of how to develop my own and others' work. Recognise and suggest patterns of play which will increase chances of success and develop methods to outwit opponents. |
| Creative | Begin to compare my movements and skills with those of others. Select and link movements together to fit a theme. | Make up my own rules and versions of activities. Respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. | Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities more fun or challenging. | Respond imaginatively to different situations, adapting and adjusting skills, movements or tactics so they are different from or in contrast to others. |



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| Health and Fitness | <p>Aware of why exercise is important for good health. Say how my body feels before, during and after exercise. Use equipment appropriately and move and land safely.</p> | <p>Describe how and why my body changes during and after exercise. Explain why we need to warm up and cool down.</p> | <p>Describe the basic fitness components and explain how often and how long I should exercise to be healthy. Record and monitor how hard I am working.</p> | <p>Self-select and perform appropriate warm up and cool down activities. Identify possible dangers when planning an activity. Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. Plan and follow my own basic fitness programme</p> |
| Personal | <p>Follow instructions, practise safely and work on simple tasks by myself. Try several times if at first I don't succeed and I ask for help when appropriate.</p> | <p>Know where I am with my learning and begin to challenge myself.</p> | <p>Cope well and react positively when things become difficult. Persevere with a task and improve performance through regular practice.</p> | <p>See all new challenges as opportunities to learn and develop. Recognise strengths and weaknesses and can set appropriate targets. Create my own learning plan and revise that plan when necessary.</p> |
| Social | <p>Work sensibly with others, taking turns and sharing. Help, praise and encourage others in their learning.</p> | <p>Show patience and support others, listening carefully to them about our work. Happy to show and tell others about my ideas.</p> | <p>Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a small group through a task.</p> | <p>Give and receive sensitive feedback to improve myself and others. Negotiate and collaborate appropriately.</p> |
| Applying physical | <p>Perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p> | <p>Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.</p> | <p>Perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.</p> | <p>Use combinations of skills confidently in sport specific contexts. Perform a variety of skills consistently and effectively in challenging or competitive situations.</p> |



Outdoor PE

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| | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|---|
| Hockey | <p>Introduce dribbling</p> <p>Introduce passing and receiving</p> <p>Combine dribbling and passing to create space</p> <p>Develop passing, receiving and dribbling</p> <p>Introduce shooting</p> | <p>Refine dribbling and passing</p> <p>Combine passing and dribbling to create shooting opportunities</p> <p>Develop passing and dribbling creating space for attacking opportunities</p> <p>Introduce defending; blocking and tackling</p> | <p>Develop defending; blocking and tackling</p> <p>Refine dribbling/passing to create attacking opportunities</p> <p>Refine attacking skills, passing dribbling and shooting</p> <p>Refine defending skills developing transition from defence to attack</p> | <p>Consolidate keeping possession, develop officiating</p> <p>Consolidate defending Create, understand and apply attacking/defending tactics in game situations</p> |
| Netball | <p>Introduce passing, receiving and creating space</p> <p>Develop/combine passing and moving</p> <p>Combine/develop passing and shooting</p> | <p>Refine passing and receiving</p> <p>Develop passing and dribbling creating space</p> <p>Develop passing, moving and shooting Refine passing and shooting</p> <p>Develop footwork</p> | <p>Refine passing and receiving</p> <p>Apply passing, footwork and shooting into mini games, introduce officiating</p> <p>Introduce defending</p> <p>Explore the function of other passing styles</p> | <p>Consolidate keeping possession, develop officiating</p> <p>Consolidate defending</p> <p>Create, understand and apply attacking/defending tactics in game situations</p> |
| Tennis (Year 3+4) Basketball (Year 5+6) | <p>Introduction tennis, outwitting an opponent</p> <p>Creating space to win a point</p> <p>Consolidate how to win a game</p> <p>Introduce rackets</p> <p>Introduce the forehand</p> | <p>Developing the forehand</p> <p>Creating space to win a point using a racket</p> <p>Introduce the backhand</p> <p>Applying the forehand and backhand in game situations</p> <p>Applying the forehand and backhand creating space to win a point</p> | <p>Recap and refine dribbling and passing to create attacking opportunities</p> <p>Develop marking</p> <p>Refine shooting</p> <p>Refine attacking skills, passing, dribbling and shooting</p> <p>Introduce officiating</p> | <p>Consolidate keeping possession, develop officiating</p> <p>Consolidate defending</p> <p>Create, understand and apply attacking tactics in game situations</p> <p>Create, understand and apply defending tactics in game situations</p> |
| Football (Year 3+4) Tag rugby (Year 5+6) | <p>Introduce/develop dribbling keeping control</p> <p>Introduce passing and receiving</p> <p>Combine dribbling and passing to create space</p> <p>Develop passing, receiving and dribbling</p> | <p>Refine dribbling</p> <p>Turning</p> <p>Refine passing and receiving</p> <p>Develop passing and dribbling creating space</p> <p>Introduce shooting</p> | <p>Refine passing and moving to create attacking opportunities</p> <p>Explore different passes that can be used to outwit defenders</p> <p>Refine defending as a team</p> | <p>Consolidate passing and moving</p> <p>Consolidate defending</p> <p>Create, understand and apply attacking/defending tactics in game situations</p> <p>Consolidate attacking and defending in mini games</p> |



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| | | | <p>Create and apply defending tactics.</p> <p>Develop officiating</p> | |
| <p>Rounders (Year 3+4) Cricket (Year 5+6)</p> | <p>Introduce to rounders</p> <p>Introduce overarm throwing</p> <p>Apply overarm and underarm throwing</p> <p>Introduce stopping the ball</p> <p>Application of stopping the ball in a game</p> | <p>Develop fielding bowling with a backstop</p> <p>Introduce batting; how</p> <p>Develop batting; where and why</p> <p>Introduce and apply basic fielding tactics</p> | <p>Refine batting, understand and develop batting and bowling tactics</p> <p>Refine fielding stooping, catching and throwing</p> <p>Combine bowling and fielding creating and applying tactics</p> <p>Introduce umpiring and scoring</p> | <p>Consolidate batting/fielding/bowling</p> <p>Create, understand and apply attacking/defensive tactics in game</p> |
| <p>Athletics</p> | <p>Explore running for speed</p> <p>Explore acceleration</p> <p>Introduce /develop relay:</p> <p>Running for speed in a team</p> <p>Throwing: Accuracy vs distance</p> <p>Standing long jump</p> | <p>Develop running at speed</p> <p>Exploring our stride pattern</p> <p>Exploring running at pace</p> <p>Understand and apply tactics when running for distance</p> <p>Introduce the Javelin Standing triple jump</p> | <p>Finishing a race</p> <p>Evaluating our performance</p> <p>Sprinting: My personal best</p> <p>Relay changeovers</p> <p>Introduce the Shot Put</p> <p>Introducing the hurdles</p> | <p>Running for speed competition</p> <p>Running for distance competition</p> <p>Throwing competition</p> <p>Jumping competition</p> |