

## Moorlands Junior School- Physical Education Skills Progression Overview

National Curriculum		KS1	Year 3	Year 4	Year 5	Year 6
<b>Gymnastics</b>	<p><b>KS1</b> 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</p> <p><b>KS2</b> Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Copy and perform different body shapes.</p> <p>Be able to choose and link like actions.</p> <p>Understand and use the term 'like actions'.</p> <p>Choose 3 rolls or 3 jumps and link them together and repeat the movements.</p> <p>Transfer like sequence to low apparatus.</p> <p>Take off and land with control. Able to move mats and benches safely</p>	<p>Create a 4- element sequence.</p> <p>Combine balance, rolling, jumping, rocking and spinning and uses these to create their own sequence.</p> <p>Perform using a recognised start and finish shape.</p> <p>Choose, adapt and perform shapes at different levels</p> <p>Describe and explain how performers can transition and link gymnastic elements.</p> <p>Create a sequence of their own.</p> <p>Perform with control and consistency basic actions at different speeds and on different levels.</p> <p>Challenge themselves to develop strength and flexibility.</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understand performing more complex sequences.</p> <p>Able to perform in time with a partner and group.</p> <p>Use compositional ideas in sequences such as changes in height, speed, direction and apparatus.</p> <p>To use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances</p>	<p>Select and combine their skills, techniques and ideas to create a sequence.</p> <p>Apply combined skills accurately and appropriately, showing precision, control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gym vocabulary to describe how to improve and refine their own and others' performances.</p> <p>Develops strength, technique and flexibility throughout performances Links skills with control, technique, coordination and fluency.</p>	<p>Plan and perform with precision, control and fluency, a sequence showing a wide range of actions including variations in speeds, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Arrange own apparatus to enhance work and vary compositional ideas.</p> <p>Experience flight on and off high apparatus Analyse and comment on skills and techniques and how these</p>

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			<p><b><u>Jumps/leaps</u></b> Pencil jump Pencil jump ½ turn Tuck Jump Star Jump (including jumping off a bench)</p> <p><b><u>Rolls</u></b> Pencil Roll Dish Roll</p> <p><b><u>Balances</u></b> Point and patch balances (including on benches)</p>	<p><b><u>Jumps/leaps</u></b> Pencil jump Pencil jump ½ turn Cat leap Tuck Jump Star Jump</p> <p><b><u>Rolls</u></b> Teddy Bear Roll Pencil Roll Dish Roll</p> <p><b><u>Balances</u></b> Point and patch balances Shoulder balance</p>	<p>Develop symmetry individually, as a pair and in a small group.</p> <p><b><u>Jumps/leaps</u></b> Pencil jump Pencil jump ½ turn Cat leap Tuck Jump Star Jump Pike</p> <p><b><u>Rolls</u></b> Pencil Roll Dish Roll Teddy Bear Roll</p> <p><b><u>Balances</u></b> Counter balances Shoulder balance</p>	<p>are applied in their own and others' work.</p> <p>Use more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Demonstrate accuracy, consistency, and clarity of movement.</p> <p><b><u>Jumps/leaps</u></b> Pencil jump Pencil jump ½ turn Cat leap Tuck Jump Star Jump Pike Saddle Jump</p> <p><b><u>Rolls</u></b> Backward roll Forward roll Log Roll Teddy Bear Roll Shoulder Roll</p> <p><b><u>Balances</u></b> Counter balances Shoulder balance</p>
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<b>Gymnastics Recovery Curriculum 2020</b>			<p><b><u>FOR AUTUMN TERM</u></b></p> <p>Take off and land with control. Able to move mats and benches safely</p> <p>Copy and perform different body shapes.</p>	<p><b><u>FOR AUTUMN TERM</u></b></p> <p><b><u>Jumps/leaps</u></b> Pencil jump Pencil jump ½ turn Tuck Jump Star Jump (including jumping off a bench)</p> <p><b><u>Rolls</u></b> Pencil Roll Dish Roll</p> <p><b><u>Balances</u></b> Point and patch balances (including on benches)</p>	<p><b><u>FOR AUTUMN TERM</u></b></p> <p><b><u>Jumps/leaps</u></b> Pencil jump Pencil jump ½ turn Cat leap Tuck Jump Star Jump</p> <p><b><u>Rolls</u></b> Teddy Bear Roll Pencil Roll Dish Roll</p> <p><b><u>Balances</u></b> Point and patch balances Shoulder balance</p>	<p>Head Stand</p> <p><b><u>FOR AUTUMN TERM</u></b> Develop symmetry individually, as a pair and in a small group.</p> <p><b><u>Jumps/leaps</u></b> Pencil jump Pencil jump ½ turn Cat leap Tuck Jump Star Jump Pike</p> <p><b><u>Rolls</u></b> Pencil Roll Dish Roll Teddy Bear Roll</p> <p><b><u>Balances</u></b> Counter balances Shoulder balance</p>
	<b>Gymnastics Vocabulary</b>		Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, roll, roll,	Balance, body tension, carry, control, extension, fast, hang, high, jump, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, turn.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, sustained, explosive, power, control, group, similar, different, bounce, box splits, tension, travelling steps.	Symmetry, sequences, combinations, direction, speed, partner, asymmetrical, elements, control, balance, strength, flexibility, asymmetrical

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		sequence, shape, slow, speed, spin, strength, timing, travel, turn.				
<b>Dance</b>	<p><b>KS1</b> Perform dances using simple movement patterns</p>	<p>Copy and explore movements with different body parts and patterns.</p> <p>Remembers simple movements and dance steps.</p> <p>Explore space, direction, levels and speeds.</p> <p>Respond to a range of stimuli and types of music.</p>	<p>Copy and explore basic movements with clear control.</p> <p>Explore space, direction, levels and speeds.</p> <p>Experiment creating actions and performing movements with different body parts Able to build simple movement patterns from given actions.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Respond to a range of stimuli and types of music.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Work independently or with a partner to create longer dance sequences with a clear starting off and finishing point.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving).</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements</p>	<p>Exaggerate dance movements and motifs (using expression when moving).</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs.</p>
	<p><b>KS2</b> Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>					

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<p><b>Dance Recovery Curriculum 2020</b></p>			<p><b>FOR AUTUMN TERM, FOCUS ON...</b> Explore space, direction, levels and speeds.</p> <p>Respond to a range of stimuli and types of music.</p>	<p><b>FOR AUTUMN TERM, FOCUS ON...</b> Beginning to improvise with a partner to create a simple dance.</p> <p>Can describe a short dance using appropriate vocabulary.</p>	<p><b>FOR AUTUMN TERM, FOCUS ON...</b> Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p>	<p><b>FOR AUTUMN TERM, FOCUS ON...</b> Moves appropriately and with the required style in relation to the stimulus e.g. using various levels, ways of travelling and motifs.</p> <p>Beginning to exaggerate dance movements and motifs (using expression when moving).</p>
<p><b>Dance Vocabulary</b></p>		<p>Beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist.</p>	<p>Dance, twist, turn, rhythm, step, music, beat, stretch, feet, curl, high, low, fast, slow, compose, choose, select, emotions, canon, rhyme, theme, character, round, respond, partner, shape, angular, energetic, strong, mirroring, linear.</p>	<p>Contact, dynamics, communicate, character, focus, facial expression, floor pattern, formation, level, speed, size, direction, background, ornamentation, facing.</p>	<p>Performance quality, dynamics, formations, floor patterns, assemblé, sissone, sauté, jump, fall, travel, turn, gesture, stillness, chaîné, retrograde, inversion, instrumentation, fragmentation.</p>	<p>Canon, contrast, variation, dynamics, facial expression, focus, devices, group devices, speed, level. Motif, phrase, street dance, Step, slide, repeat, beat, composition, collaborate, formations, stag leap, rebound, expression, gesture, dynamics</p>
<p><b>Games</b></p>	<p><b>KS1</b> Participate in team games, developing simple tactics for</p>	<p>Can travel in a variety of ways including running and jumping. Begin</p>	<p>Can travel in a variety of ways including running and jumping. Begin to perform a range of throws.</p>	<p>Shows confidence in using ball skills in various ways in isolation and begin to introduce it in competitive situations.</p>	<p>Shows confidence in using ball skills in various ways, and can link these together for different sports.</p>	<p>Shows confidence in using ball skills in various ways, and can link these together.</p>

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<p>attacking and defending.</p> <p><b>KS2</b> use running, jumping, throwing and catching in isolation and in combination</p> <p>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.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>to perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p> <p>Participates in simple games.</p> <p>Send the ball to others in a range of ways with control.</p> <p>Begin to apply and combine a variety of skills (to a game situation).</p> <p>Develop good spatial awareness.</p>	<p>Begin to communicate with others during game situations.</p> <p>Start to improve Agility, Balance and Co-ordination independently in basic game environments.</p> <p>Develop hand-eye co-ordination.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Send the ball to others in a range of ways with control.</p> <p>Receives a ball with basic control.</p>	<p>Uses skills with coordination, control and fluency.</p> <p>Continue to improve Agility, Balance and Co-ordination independently in basic game environments.</p> <p>To communicate with others during game situations.</p> <p>Takes part in competitive games with an understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Apply basic skills for attacking and defending.</p>	<p>Uses skills with coordination, control and fluency.</p> <p>To communicate with others during game situations.</p> <p>Continue to improve Agility, Balance and Co-ordination independently in basic game environments.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Apply basic skills for attacking and defending. Using running, jumping, throwing and catching in isolation and combination.</p>	<p>Uses skills with coordination, control and fluency.</p> <p>Keeps possession of balls during games situations Consistently uses skills with coordination, control and fluency.</p> <p>To communicate with others during game situations.</p> <p>To be able to show more Agility, Balance and Co-ordination in more competitive game situations.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be</p>
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				Uses running, jumping, throwing and catching in isolation and combination		<p>used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination also in a competitive game situation</p>
<b>Games Recovery Curriculum 2020</b>			<p><b><u>FOR AUTUMN TERM, FOCUS ON...</u></b></p> <p>To perform a range of throws.</p> <p>Receives a ball with basic control.</p> <p>Beginning to develop hand-eye coordination.</p>	<p><b><u>FOR AUTUMN TERM, FOCUS ON...</u></b></p> <p>Begin to communicate with others during game situations.</p> <p>Start to improve Agility, Balance and Co-ordination independently in basic game environments.</p> <p>Develop hand-eye co-ordination.</p>	<p><b><u>FOR AUTUMN TERM, FOCUS ON...</u></b></p> <p>Uses skills with coordination, control and fluency.</p>	<p><b><u>FOR AUTUMN TERM, FOCUS ON...</u></b></p> <p>To communicate with others during game situations.</p>
<b>Athletics</b>	<b><u>KS2</u></b> Develop flexibility, strength,		Control movements and body actions in response to specific instructions.	Beginning to build a variety of running techniques and use with confidence.	Beginning to build a variety of running	Beginning to build a variety of running

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	<p>technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		<p>Demonstrate agility and speed.</p> <p>Jump for distance with control and balance.</p> <p>Throw with speed and power using a variety of equipment.</p>	<p>Demonstrate agility and control.</p> <p>Can perform a running jump with control and balance.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Can use equipment safely and with good control.</p>	<p>techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Demonstrates accuracy in throwing and catching activities. Can use equipment safely and with good control.</p>	<p>techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Can use equipment safely and with good control.</p>
<p><b>Athletics Recovery Curriculum 2020</b></p>			<p>Jump for distance with control and balance.</p>	<p>Jump for distance with control and balance.</p> <p>Throw with speed and power using a variety of equipment.</p>	<p>Can use equipment safely and with good control.</p>	<p>Can use equipment safely and with good control.</p>
<p><b>OAA</b></p>	<p><u>KS2</u> Take part in outdoor and</p>		<p>To work with others to solve problems.</p>	<p>Work well in a team or group within defined and understood roles.</p>	<p>Explore ways of communicating in a range of challenging activities.</p>	<p>Use information given by others to complete tasks and work collaboratively.</p>

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	adventurous activity challenges both individually and within a team		<p>To describe their work and use different strategies to solve problems.</p> <p>To lead others and be led. To differentiate between when a task is competitive and when it is collaborative.</p>	<p>Plan and refine strategies to solve problems.</p> <p>Identify the relevance of and use maps, compass and symbols.</p> <p>Identify what they do well and suggest what they could do to improve.</p>	<p>Navigate and solve problems from memory.</p> <p>Develop and use trust to complete the task.</p>	<p>Undertake more complex tasks.</p> <p>Take responsibility for a role in a task.</p> <p>Use knowledge of PE and physical activities to suggest design ideas &amp; amendments to games</p>
<b>OAA Recovery Curriculum 2020</b>			<p><b><u>FOR AUTUMN TERM, FOCUS ON...</u></b></p> <p>To work with others to solve problems.</p>	<p><b><u>FOR AUTUMN TERM, FOCUS ON...</u></b></p> <p>To work with others to solve problems.</p>	<p><b><u>FOR AUTUMN TERM, FOCUS ON...</u></b></p> <p>Plan and refine strategies to solve problems.</p> <p>Identify the relevance of and use maps, compass and symbols.</p>	<p><b><u>FOR AUTUMN TERM, FOCUS ON...</u></b></p> <p>Develop and use trust to complete the task.</p>
<b>Swimming</b>	<p style="text-align: center;"><b><u>KS2</u></b></p> <ul style="list-style-type: none"> <li>♣Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>♣ Use a range of strokes effectively [for example, front crawl,</li> </ul>			<p>Swims competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p>		

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	backstroke and breaststroke] ♣ Perform safe self-rescue in different water-based situations.			Performs safe self -rescue in different water -based situations		
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