

ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION END OF KEY STAGE EXPECTATIONS IN PHYSICAL EDUCATION.

EYFS

Pupils at the end of EYFS Will...

- Pupils will start to understand why PE is important for our bodies to lead a healthy lifestyle. 
- Pupils will develop basic Fundamental Movement Skills based on Agility, Balance and Coordination skills 
- Pupils will move confidently in a range of ways using Agility, Balance and Coordination skills with control. 
- Pupils will use space effectively ensuring they do not bump into others.
- Pupils will use a range of skills and movements to be able to play games and take part in activities, they will also start to develop simple tactics for attacking and defending. 
- Pupils will use movements imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements. 
- When taking part in games and activities pupils will work together and take turns effectively. 
- Pupils will respond to set tasks, listen to others and follow instructions effectively 
- Pupils will understand the importance of respect for others and be able to collaborate effectively 
- Pupils will also develop and enhance their social skills. 

KEY STAGE 1 - YEAR 1&2

Pupils at the end of KS1 will....

- Pupils will recognise and describe how their body feels before and during activities within a PE lesson. 
- Pupils will understand further why certain activities are important for our bodies for example warm ups and cool downs. 
- Pupils will develop further Fundamental Movement Skills and begin to move more confidently and with good control using Agility, Balance and Coordination skills. 
- Pupils will be confident in the basic movements such as running, jumping, throwing and catching 
- Pupils will use Agility, Balance and Coordination skills to link with various topics across the PE Curriculum. e.g. Games, Dance, Athletics and Gymnastics topics in PE. 
- Create and perform dances using simple movement patterns, and communicate ideas and feelings. 
- Pupils will use space effectively both indoors and outdoors.
- Pupils will start to demonstrate simple tactics when Attacking and Defending. 
- Pupils will communicate effectively with each other and be able to cooperate and respect each other when working in small groups and teams. 
- Pupils will start to comment on their own and others actions, and be able to make some judgements to improve their own and others work. 
- Pupils will be introduced into competitive activities, competing against themselves and sometimes against others. 

KEY STAGE 2 - YEAR 3,4,5 & 6

Pupils will continue to develop Fundamental Movements Skills based on Agility, Balance and Coordination, and will use these skills to a broader range of activities that are sport specific such as Tennis, Basketball, Cricket, Handball, Hockey etc... 

Pupils will enhance their communication and collaboration skills and will learn how to compete against others learning in the Process how to win and lose, and demonstrate simple attacking and defending principles within modified small-sided games. 

Pupils should start to develop strength, flexibility, different techniques and control and will compare their own and others performances. When comparing their own or others performances pupils will gain knowledge to identify strength and weaknesses and demonstrate how to improve. 

Year 3&4 Pupils overall will....

Practice Fundamental Movement Skills with Control demonstrating good Balance, Coordination and Agility. Will also move with confidence and creativity. 

Show and understanding of Leadership and show how Tactics and Strategies can improve their work. 

Have an understanding of why exercise is good for health and well-being as well as recognising the effects exercise can have on the body. 

Respond to different tasks and follow rules and learning objectives effectively. 

Describes and comments on their own actions as well as making judgements to improve the quality of their own and others work. 

Work independently and in small groups and teams cooperatively, and collaborate effectively with each other. 

Year 5&6 Pupils overall will....

Perform and link skills with good control and consistency, demonstrating fundamental movement skills when performing or competing. 

Use imagination and creativity when choreographing, performing techniques and using tactics. 

Will remain active for sustained periods of time and understand why having good fitness levels can improve performance. 

Knows what has made performance effective, and will often describe and comment on their own and others work. 

They will consistently improve the quality of their work.

Will effectively communicate and collaborate with each other and will show fantastic leadership skills.

Will work independently for prolonged periods of time without the need for help and will compete fairly showing respect and following rules. 



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

REAL PE – EYFS

UNIT 1 - PERSONAL SKILLS (HEART)

- Coordination - Floor Movement Patterns

*Hop with either leg, Gallop leading with both legs, Sidestep both directions & Skip in straight lines and different pathways

- Static Balance - One Leg Standing

*Balance on both legs for 10 seconds.

Pupils will also....

Follow instructions, practice safely and work on simple tasks by themselves

UNIT 2 - SOCIAL SKILLS (HEART)

- Dynamic Balance to Agility

*Jump forwards, backwards and side to side with rhythm and retain balance.

*Jump 2 feet to 2 feet, 1 foot to same foot & 1 foot to 2 feet.

- Static Balance - Seated

*Hold a seated balance with both hands and both feet, 1 hand and 2 feet, 1 foot & 2 hands, 1 foot & 1 hand & no hands and no feet on the floor.

Pupils will also....

Work sensibly with others, take turns and share.

UNIT 3 - COGNITIVE SKILLS (HEAD)

- Dynamic Balance

*Walk forwards and Backwards

- Static Balance - Small Base

*Stand on a line feet shoulder width apart with weight on the balls of feet hold for 10 seconds on a low beam (Bench overturned)

Pupils will also...

Understand and follow simple rules, and will name some things they are good at.

UNIT 4 - CREATIVE SKILLS (HANDS)

- Coordination Ball Skills

*Roll a ball around seated body using 1 hand and roll a ball up and down the body using 2 hands.

- Counter Balance in Pairs

*Seated rocking forwards, Backwards and Sideways with a partner holding hands/wrists.

Pupils will also....

Observe and copy others, and explore and describe different movements.

UNIT 5 - APPLYING PHYSICAL SKILLS (HANDS)

- Coordination with equipment

*Receive a rebound from a wall right and left hand using a large and small ball. Catch a rebound using a large ball with 2 hands.

*Throwing underarm using a ball and beanbag.

*Rolling and striking a ball with the palm of the hand to a target.

- Agility - Reaction/Response

*Catch a ball Dropped from shoulder height after 2 bounces.

Pupils will also...

Perform a single skill or movement with some control or perform a small range of skills and link two together. Will move confidently in different ways.

UNIT 6 - HEALTH AND FITNESS (HEART)

- Agility - Ball Chasing

*Roll a ball, chase it and collect in a balanced position. Stop a moving ball with hands and feet.

- Static Balance

*Mini front support position on knees/mini front support position reach to the ceiling with both hands.

Pupils will also...

Be aware of exercise and why it is important for good health. Aware of the changes to the way they feel when they exercise.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

REAL PE – YEAR 1

UNIT 1 - PERSONAL SKILLS (HEART)

- Coordination - Floor Movement Patterns

*Skip with knees and elbows at 90 degree angle, and can Hopscotch in a straight line or on different pathways.

- Static Balance - One Leg Standing

*Balance on both legs for 30 seconds and in a mini squat.

Pupils will also....

Follow instructions, practice safely and work on simple tasks by themselves and will try several times on a task and if at first don't succeed will ask for help when appropriate.

UNIT 2 - SOCIAL SKILLS (HEART)

- Dynamic Balance to Agility

*Jump 2 feet to 2 feet with a quarter turn and maintain balance. Jump 2 feet to 1 foot and freeze on landing.

*Continue to jump 2 feet to 2 feet, 1 foot to same foot & 1 foot to 2 feet.

- Static Balance - Seated

*Hold a seated balance and swap a beanbag from one side to the other side and bring back.

Pupils will also....

Work sensibly with others, take turns and share. Will help, praise and encourage others in their learning

UNIT 3 - COGNITIVE SKILLS (HEAD)

- Dynamic Balance

*Walk forwards lifting knees 90 degree angle, walk and lift heels back up to bottom.

- Static Balance - Small Base

*Stand on a line feet shoulder width apart with weight on the balls of feet hold for 10 seconds on a low beam (Bench overturned)

Pupils will also...

Understand and follow simple rules, and will name some things they are good at. Will begin to order instructions, movements and skills. With some help will recognise similarities and differences in performances.

UNIT 4 - CREATIVE SKILLS (HANDS)

- Coordination Ball Skills

*Roll a ball up and down the body using 1 hand.

- Counter Balance in Pairs

*Standing leaning backwards with long base using both hands and then one.

Pupils will also....

Observe and copy others, and explore and describe different movements. Will begin to compare movements and skills of those with others. Will select and link movements together within the theme.

UNIT 5 - APPLYING PHYSICAL SKILLS (HANDS)

- Coordination with equipment

*Throw a Tennis ball to catch a rebound with 1 bounce and no bounce. Strike a ball with palm of hand against a wall.

*Throwing underarm & overarm with some accuracy.

*Rolling and striking a ball with the palm of the hand and bat for distance.

- Agility - Reaction/Response

*Catch a ball Dropped from shoulder height after 1 bounce.

Pupils will also...

Perform a single skill or movement with some control or perform a small range of skills and link two together. Will move confidently in different ways. Will perform a sequence of movements with some changes in level, direction and speed.

UNIT 6 - HEALTH AND FITNESS (HEART)

- Agility - Ball Chasing

*Roll a bouncing ball, chase it and collect in a balanced position. Stop a moving ball with hands and feet.

- Static Balance

*Mini front support position place a cone on back and take off with the other hand.

*Mini back support position place a cone on stomach and take off with the other hand.

Pupils will also....

Be aware of exercise and why it is important for good health. Will say how body feels before, during and after exercise. Will use equipment appropriately & move and land safely.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

REAL PE – YEAR 2

UNIT 1 - PERSONAL SKILLS (HEART)

- Coordination - Floor Movement Patterns

*Hopscotch forwards and backwards using different speeds

- Static Balance - One Leg Standing

*1 leg balance on both legs 30 seconds, progress eyes closed, 5 mini squats and ankle extensions.

Pupils will also...

Follow instructions, practice safely and work on simple tasks by themselves and will try several times on a task and if at first don't succeed will ask for help when appropriate. Start to understand where they are with learning and will begin to challenge themselves.

UNIT 2 - SOCIAL SKILLS (HEART)

- Dynamic Balance to Agility

*Jump 2 feet to 2 feet with a 180 degree turn, land with balance. Perform a tuck jump maintaining balance on landing & perform a tuck jump with 180 degree turn and land with balance.

*Jump 1 foot to the opposite foot & 2 feet to 1 foot.

- Static Balance - Seated

*Hold a seated balance and swap a beanbag from one side to the other side and bring back. Also perform a dish balance for 5 seconds.

Pupils will also...

Work sensibly with others, take turns and share. Will help, praise and encourage others in their learning Will show patience and support others whilst listening and are happy to share and tell ideas to others.

UNIT 3 - COGNITIVE SKILLS (HEAD)

- Dynamic Balance

*Marching action elbows and knees at 90 degrees. Use heel to toe action lifting knees up then heels up.

- Static Balance - Small Base

*Stand on a line maintain balance picking up alternating feet, can also do this whilst catching a ball and throwing back to partner.

Pupils will also...

Understand and follow simple rules, and will name some things they are good at. Will begin to order instructions, movements and skills. with some help will recognise similarities and differences in performances & will identify areas for improvement.

UNIT 4 - CREATIVE SKILLS (HANDS)

- Coordination Ball Skills

*Take a ball around leg, alternate legs and back

- Counter Balance in Pairs

*Standing leaning backwards with short base one handed.

Pupils will also...

Observe and copy others, and explore and describe different movements. Will begin to compare movements and skills of those with others. Will select and link movements together within the theme. Will start to make up own rules and versions of activities.

UNIT 5 - APPLYING PHYSICAL SKILLS (HANDS)

- Coordination with equipment

*Kick a large ball against a wall using both feet and control the rebound.

*Throwing underarm & overarm aiming the ball relative to the position of the opposition.

*Rolling and striking a ball with the palm of the hand and bat for distance. Will also do this with another player feeding the ball.

- Agility - Reaction/Response

*Catch a ball after 1 bounce balancing on 1 leg.

Pupils will also...

Perform a single skill or movement with some control or perform a small range of skills and link two together. Will move confidently in different ways. Will perform a sequence of movements with some changes in level, direction and speed. Will perform and repeat longer sequences with controlled movement and will select and apply a range of skills with good control and consistency.

UNIT 6 - HEALTH AND FITNESS (HEART)

- Agility - Ball Chasing

*Roll a bouncing ball, chase it, let it through legs and collect in a balanced position. Moving into a pick up a ball with two hands..

- Static Balance

*Hold a full front support position, Will also try this and reach to the ceiling with both hands progress into transferring cone on and off back.

Pupils will also...

Be aware of exercise and why it is important for good health. Will say how body feels before, during and after exercise. Will use equipment appropriately & move and land safely. Will describe how and why their body feels during and after exercise and will explain why we need to warm up.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

REAL PE – YEAR 3

UNIT 1 - PERSONAL SKILLS (HEART)

- Coordination - Floor Movement Patterns

*Hopscotch with alternating feet (Different directions and change of speed).

*Can do a combination of sidesteps with pivots.

*Can do a 3 step Zig Zag pattern in different directions

- Static Balance - one leg standing

Pupils will also....

Will try several times on a task and will start to understand where they are with learning and will begin to challenge themselves.

UNIT 2 - SOCIAL SKILLS (HEART)

- Dynamic Balance to Agility

*Jump 2 feet to 2 feet in various directions.

*Can include turns when jumping

*Jump from 2 feet to 1 foot landing with either leg
Start to specialise jumps i.e Tuck Jumps and land in balance.

Pupils will also....

Will praise and encourage others in their learning
Will show patience and support, and cooperate well with others giving helpful feedback.

UNIT 3 - COGNITIVE SKILLS (HEAD)

- Dynamic Balance

*Walk and march forwards and backwards swinging arms in opposite directions to legs. Will lift knees up or bring heels to bottom. Can walk fluidly forwards and backwards with a heel to toe landing.

Pupils will also...

Understand and follow simple rules, and will name some things they are good at. Will begin to order instructions, movements and skills. with some help will recognise similarities and differences in performances & will identify areas for improvement.

UNIT 4 - CREATIVE SKILLS (HANDS)

- Coordination Ball Skills

*With a partner or against a wall can throw and catch a tennis ball with either hand catching without a bounce. Progress into one hand catch with or without a bounce.

*Can strike a large ball along the ground using alternating hands and feet. Progress into striking a ball with hands and feet 5 times or more in a rally.

Pupils will also....

Begin to compare movement skills with those of others. Respond differently to a variety of tasks, and link actions and develop sequences of movements that express own ideas. Will also change tactics and rules to make activities more challenging.

UNIT 5 - APPLYING PHYSICAL SKILLS (HANDS)

- Agility - Reaction/Response

*Can react and catch a large ball with various bounces.

*Can react and catch a small ball with balance on one leg from various distances. Progress into Reacting and catching a small ball balancing on dominant and non-dominant leg with various bounces and distances.

Pupils will also....

Select and apply a range of skills with good control and consistency. Will perform and repeat longer sequences with clear controlled movements. Will link actions that flow in running, jumping and throwing activities.

UNIT 6 - HEALTH AND FITNESS (HEART)

- Agility - Ball Chasing

*Will react and chase a ball rolled by a partner and collect it facing the opposite direction.

*From a seated position can throw a bouncing ball chase it and collect it facing forwards and opposite direction. Progress into lying position.

*Can react and chase a ball rolled by a partner, let it roll through legs and the collect it facing forwards and opposite direction.

Pupils will also....

Will explain the need to warm up, Will describe the basic fitness components and explain how long exercise should last everyday to be healthy.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

REAL PE – YEAR 4

UNIT 1 - PERSONAL SKILLS (HEART)

- Coordination - Floor Movement Patterns

*Hopscotch with alternating feet (Different directions and change of speed).
*Can do a 3 step Zig Zag pattern in different directions, with control and full speed.

Pupils will also....

Will try several times on a task and will start to understand where they are with learning and will begin to challenge themselves. Will cope well and react positively when things become difficult.

UNIT 2 - SOCIAL SKILLS (HEART)

- Dynamic Balance to Agility

*Jump 2 feet to 2 feet with a 180 degree turn in both directions.
*Start to specialise jumps i.e Tuck Jumps and land in balance, progressing into performing Tuck Jumps with a 180 degree turn landing in balance.

Pupils will also....

Will praise and encourage others in their learning. Will show patience and support, and cooperate well with others giving helpful feedback. Will start to organise roles and responsibilities.

UNIT 3 - COGNITIVE SKILLS (HEAD)

- Dynamic Balance

*Can walk fluidly forwards and backwards with a heel to toe landing.

Pupils will also...

will recognise similarities and differences in performances & will identify areas for improvement. Will start to identify specific parts of performance to work on.

UNIT 4 - CREATIVE SKILLS (HANDS)

- Coordination Ball Skills

*Can strike a large ball along the ground using alternating hands and feet. Progress into striking a ball with hands and feet 5 times or more in a rally.

*Can kick a ball with the same foot or alternate feet.

*Will alternatively roll 2 balls using both hands sending 1 as the other returns.

Pupils will also....

link actions and develop sequences of movements that express own ideas. Will also change tactics and rules to make activities more challenging. Will select and link movements together to fit a theme.

UNIT 5 - APPLYING PHYSICAL SKILLS (HANDS)

- Agility - Reaction/Response

*Can react and catch a small ball with various distances and various bounces.

*Can react and catch a small ball with balance on one leg with either leg from various distances. Progress into Reacting and catching a small ball with step and hand across the body from various distances using either leg.

Pupils will also...

Select and apply a range of skills with good control and consistency. Will perform and repeat longer sequences with clear controlled movements with a change in level, direction and speed. Will link actions that flow in running, jumping and throwing activities.

UNIT 6 - HEALTH AND FITNESS (HEART)

- Agility - Ball Chasing

*From a lying position can react and chase a bouncing ball thrown by a partner and collect it facing both directions.

*Will roll a ball chase it let it roll through legs and then collect it facing in a forwards direction. Progress into rolling a Tennis ball.

Pupils will also....

Will explain the need to warm up, Will describe the basic fitness components and explain how long exercise should last everyday to be healthy. Can start to record and monitor how hard they are working.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

REAL PE – YEAR 5&6

UNIT 1 - PERSONAL SKILLS (HEART)

- Coordination & Agility

*Can throw and catch with both dominant and non dominant hand.

*Will catch across the body with one leg balance

*Will use various ball handling skills when playing in game situations.

Pupils will also....

Will use awareness of space and others to make good decisions. Will start to react to different game situations. Will develop methods to outwit opponents, and will start to recognise and suggest patterns of play which will increase chances of success. Will identify specific parts of performance to work on and will review and analyse own and others strengths and weaknesses.

UNIT 2 - SOCIAL SKILLS (HEART)

- Static Balance

*Will use a range of skills to practice seated balance. Can catch and send the ball using a range of techniques including some disguise.

*Will play the games using the correct positions and using good techniques. Will also use various skills and techniques effectively when playing games.

Pupils will also....

Change tactics, rules or tasks to make activities more fun or more challenging. Will respond imaginatively to different situations. Will adapt and adjust skills, movements or tactics so they are different from or contrast to others.

UNIT 3 - COGNITIVE SKILLS (HEAD)

- Dynamic & Counter Balance

*Will use various movements and balancing skills. Can use various pieces of equipment to be able to challenge further.

*Will have a go at various roles and responsibility when playing in a game situations both defensively and attacking.

Pupils will also...

Help organise roles and responsibilities. Will collaborate effectively and will give and receive feedback to improve self and others. Will involve others and motivate those around them to perform better.

UNIT 4 - CREATIVE SKILLS (HANDS)

- Dynamic Balance & Agility

*Will practice various balance and agility skills to perform jumps with control and landings.

*Combine a range of jumps with speed and controlled landings.

*Can perform simple, medium and difficult jump, roll, balance sequences.

Pupils will also....

Select and link movements together to fit a theme with some flow. Start to perform a range of skills fluently and accurately. Will perform a variety of skills consistently and effectively in a challenging or competitive situation.

UNIT 5 - APPLYING PHYSICAL SKILLS (HANDS)

- Coordination and Static Balance

*Can maintain balance while picking up alternate knees 5 times, will maintain balance while catching a large & small ball at knees height above head and away from the body.

*Will hopscotch forwards and backward alternating hopping leg. Can do a 3 step zigzag pattern forwards and backwards with a crossover.

Pupils will also...

Describe the basic fitness components, record and monitor how hard they are working. Will select and perform appropriate warm up activities. Will plan and develop own basic fitness plan and can start to explain how individuals need different types of fitness to be more effective in their role/event.

UNIT 6 - HEALTH AND FITNESS (HEART)

- Agility - Ball Chasing

*Can strike/kick a large ball along the ground using either hand or feet.

*Can roll/throw 2 tennis balls alternatively using both hands, sending 1 and the other is returning.

*Can choose different techniques and equipment to find the most suitable for themselves and challenges them also.

*Can choose various equipment and use various techniques to enable regular strikes of the ball.

Pupils will also....

Will persevere with a task and improve performance through regular practice, will also cope well and react positively when things become difficult. Will recognise strengths and weaknesses and will set appropriate targets. Will accept critical feedback and make relevant changes.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

FUNDAMENTAL MOVEMENT SKILLS – EYFS & KS1/ATHLETICS – KS2

EYFS

- Move freely and with pleasure and confidence in a range of ways, including forward and backward movements.
- Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles
- Experiment with different ways of moving: Hop with either leg, gallop leading with both legs, sidestep both directions, skip, Jump forwards, backwards and side to side and retain balance using a variety of jumps; 2 feet to 2 feet, 1 foot to same foot, 1 foot to 2 feet.
- Stand momentarily on one foot when shown.
- Throw a ball or beanbag underarm.
- Roll and strike a ball with the palm of hand towards a target.
- Catch a large ball in two hands
- Catch a ball from shoulder height after 2 bounces
- Roll a ball, chase it collect in a balanced position.
- Stop a moving ball with hands/feet.

YEAR 1

- Coordination:**
- Take part in sending & receiving with a partner.
 - Stop an object when rolled towards them and send the object back to another person, use underarm and overarm throwing with increasing control.
 - Catch a large/small ball with two hands & Catch a ball dropped from shoulder height off 1 bounce
 - Explore different ways of throwing & kicking a ball
- Balance:**
- Hold some static balances and send & receive objects whilst holding that balance.
 - Jump two feet to two feet with a quarter turn, jump two feet to 1 foot and freeze upon landing.
 - perform a seated balance and move objects from one side to the other.
 - Balance on one leg (left & right) 20 seconds or more.
- Agility:**
- Find space when asked and stay in a space during activity.
 - Move in different directions & different ways independently whilst avoiding obstacles.
 - Develop FMS including Skipping, Hopping & running.
 - Use varying speeds when running
 - Explore footwork patterns.
 - Stop a moving ball with hands/feet

YEAR 2

- Coordination:**
- Hopscotch forward and backwards.
 - Catch an object when rolled / thrown towards them and send the object back to another person.
 - Take part in sending & receiving with a partner, throwing underarm, overarm & bounce the ball with increasing accuracy and control.
 - Throw different objects in a variety of ways.
 - Catch a ball after 1 bounce consistently.
 - Kick a ball against a wall and control with both feet.
- Balance:**
- Hold some static balances and send & receive objects whilst holding that balance.
 - Safely move across a bench / smaller area without error.
 - Balance on one leg (left & right) 20 seconds or more & with eyes closed.
 - Jump two feet to two feet with a 180 degree turn, Tuck jump, balance on landing.
 - Jump 1 foot to the opposite foot & 2 feet to 1 foot.
- Agility:**
- Find space when asked and stay in a space during activity.
 - Move in different directions & different ways independently whilst avoiding obstacles. Speed can be altered for different tasks when appropriate.
 - Can gallop and dodge effectively.
 - Run with Agility and confidence.
 - Pick up a moving ball with two hands

YEAR 3

- Coordination:**
- Can hopscotch with alternative feet and using different directions.
 - Can do a combination of sidesteps with pivots.
 - Throw and catch a ball with two or either hand without a bounce.
 - Strike a large ball along the ground with either hands or feet.
- Balance:**
- Can jump from two feet to two feet in different directions.
 - Can jump from two feet to one foot landing with either leg
- Agility:**
- React and catch a large ball with various bounces
 - React and catch a small ball on one leg with various bounces
- Athletics:**
- React and collect a ball that is either thrown or rolled and collect using hands only.
 - Change speed and direction whilst running using good technique.
 - Reinforce jumping technique
 - Jump accurately from a standing position for a reasonable distance and land with balance.
 - Improve throwing technique.
 - Throw a variety of objects with one hand for an average distance.
 - Understand the relay and passing the baton.

YEAR 4

- Coordination:**
- Can hopscotch to alternate feet consistently with control and speed.
 - Can strike a ball along the ground with alternate hand or feet.
 - Roll 2 balls using both hands, sending one as the other returns.
- Balance:**
- Can jump from 2 feet to 2 feet with 180 degree turn in both directions.
 - Can perform more specific jumps such as Tuck jumps.
- Agility:**
- Explore different footwork patterns
 - React and catch a small ball from various distances and various bounces
 - React and collect a ball that is either thrown or rolled and collect using hands only.
- Athletics:**
- Change speed and direction whilst running appropriate the distance of race.
 - Demonstrate a good running technique in a competitive situation.
 - Jump accurately from a standing position and from a run up
 - Understand which technique is best suited when jumping for distance.
 - Throw a variety of objects with one hand for competitive distances.
 - Practice throwing with power and accuracy
 - Throw safely and with undersanding

YEAR 5

- Coordination:**
- Can throw and Catch with dominant and non dominant hand.
 - Can catch and send the ball using a range of techniques
- Balance:**
- Will practice various balance and agility skills to perform jumps with controlled landings
 - Combine a range of Jumps with speed and controlled landings
- Agility:**
- Explore and use different Footwork patterns for different situations.
- Athletics:**
- Use correct technique to run at speed.
 - Develop the ability to run for distance.
 - Identify and apply techniques when running a relay.
 - Jump accurately from a standing position and from a run up.
 - Explore different footwork patterns for jumping.
 - Understand which technique is most effective when jumping for distance.
 - Throw a variety of objects with one hand for competitive distances.
 - Throw with accuracy and power.
 - Learn how to use skills to improve the distance of a pull throw.

YEAR 6

- Coordination:**
- Can throw and Catch with dominant and non dominant hand.
 - Can catch and send the ball using a range of techniques
- Balance:**
- Will practice various balance and agility skills to perform jumps with controlled landings
 - Combine a range of Jumps with speed and controlled landings
- Agility:**
- Explore and use different Footwork patterns for different situations.
- Athletics:**
- Use correct technique to run at speed.
 - Develop the ability to run for distance.
 - Identify and apply techniques when running a relay.
 - Jump accurately from a standing position and from a run up.
 - Explore different footwork patterns for jumping.
 - Understand which technique is most effective when jumping for distance.
 - Throw a variety of objects with one hand for competitive distances.
 - Throw with accuracy and power.
 - Learn how to use skills to improve the distance of a pull throw.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

HEALTH & FITNESS

EYFS

- Begin to say when their body is cool, warm and hot.
- Begin to understand why these changes happen.
- Begin to recognise what physical activity does to their heart rate.

YEAR 1

- Say when their body is cool, warm and hot during activities..
- Understand why these changes happen during physical activity.
- Recognise what physical activity does to their heart rate.

YEAR 2

- Recognise changes to the body during exercise & describe.
- Begin to understand why it is important to warm up and cool down.
- Begin to explain what physical activity does to their heart rate.

YEAR 3

- Explain why it is important to warm up and cool down.
- Begin to make the link between heart rates, breathing rates and temperature changes.
- Begin to notice periods of fast movement i.e. sprinting and quick movements in activities and compare to when not moving.

YEAR 4

- Lead a partner through short warm-up routines.
- Know how to maintain their heart rate during activities.
- Recognise what activities do to heart rates.
- Understand what to do to improve their stamina.

YEAR 5

- Lead a small group through short warm-up routines.
- Understand why heart rates, breathing rates and temperature changes occur.
- Recognise changes to the body when exercising including heart rate and body temperature.
- Understand what to do to improve their stamina, naming some suitable activities.

YEAR 6

- Lead a larger group through short warm-up routines.
- Understand and explain why heart rates, breathing rates and temperature changes occur.
- Recognise and explain changes to the body when exercising including heart rate and body temperature.
- Understand and explain what to do to improve their stamina, naming some suitable activities.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

DANCE

EYFS

- Begin to move rhythmically
- Use movement to express feelings
- Create movement in response to music
- Capture experiences and responses with dance..
- Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

YEAR 1

- Copy and explore basic movements and body patterns.
- Remember & repeat simple movements and dance steps,
- Link movements to sounds and music, combining 2 or 3 actions .
- Respond to a range of stimuli.
- Begin to change rhythm, speed, level and direction.
- Choose appropriate movements for different dance ideas.

YEAR 2

- Develop control of movement using:
Actions (WHAT) – travel stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of other Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression
- Use own ideas to sequence dance
- Sequence and remember a short dance
- Dance with control and coordination.

YEAR 3

- Begin to improvise independently to create a simple dance.
- Begin to improvise with a partner to create a simple dance.
- Translate ideas from stimuli into movement with support.
- Begin to compare and adapt movements and motifs to create a larger sequence.
- Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition
- Uses simple dance vocabulary to compare and improve work.

YEAR 4

- Create dance phrases/dances to communicate an idea
- Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition.
- Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end.
- Link phrases to music
- Confidently improvises with a partner or on their own.
- Begin to create longer dance sequences in a larger group.
- Demonstrate precision and some control in response to stimuli.
- Demonstrate rhythm and spatial awareness.
- Modify parts of a sequence as a result of self-evaluation.
- Use simple dance vocabulary to compare and improve work.

YEAR 5

- Create longer, challenging dance phrases/dances
- Select appropriate movement material to express ideas/thoughts/feelings
- Demonstrate strong movements throughout a dance sequence:.
- Combine flexibility, techniques and movements to create a fluent sequence:.
- Move appropriately and with the required style.
- Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition.
- Link phrases to music.
- Show an awareness of different dance styles, traditions and aspects of a variety of Dances.
- Understand and use dance vocabulary

YEAR 6

- Perform with confidence, using a range of movement patterns.
- Demonstrate a strong imagination when creating own dance sequences and motifs.
- Demonstrate strong movements throughout a dance sequence.
- Combine flexibility, techniques and movements to create a fluent sequence.
- Move appropriately and with the required style.
- Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition,
- Link phrases to music:
- Show an awareness of different dance styles, traditions and aspects of a variety of Dances.
- Understand and use dance vocabulary.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

GYMNASTICS – STRENGTH, FLEXIBILITY, BALANCE & CONTROL

Y1

- Make body tense, relaxed, curled and stretched.
- Balance on small/large body parts & understand stillness
- Make large and small body shapes.
- Climb apparatus & perform basic travelling actions on various body parts.
- Jump off an object and lands appropriately.
- Travel with confidence and skill around, under, over and through balancing and climbing equipment.

Y2

- Make body tense, relaxed, curled and stretched, showing some tension.
- Hold a variety of shapes such as straight shapes standing/lying on backs, fronts, sides.
- Balance on one leg, balance on a small base or a seated balance.
- Explore the 5 basic shapes: straight/tucked/star/ straddle/pike
- Perform different rolls
- Choose ways to travel between balances, shapes and rolls.
- Travel over, under and across apparatus
- Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot).
- Perform combinations of the above & link 2-3 actions
- Show control at take-off and landing.
- Describe different ways of jumping.

Y3

- Make body tense, relaxed, curled and stretched, in a range of movements.
- Explore and create different pathways and patterns.
- Use equipment in a variety of ways to create a sequence.
- Link 3-4 movements together to create a sequence including changes in speed and direction.
- Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)
- Explore shape in the air when jumping and landing with control (e.g. star shape).

Y4

- Use a greater number of their own ideas for movements in response to a task.
- Adapt sequences to suit different types of apparatus and their partner's ability.
- Create and perform a sequence of 4-6 actions smoothly.
- Explain how strength and suppleness affect performance.
- Identify some muscle groups used in gymnastic activities.
- Suggest warm-up activities.
- Compare and contrast gymnastic sequences, commenting on similarities and differences.

Y5

- Create,practise and refine longer, more complex sequences including 6 actions for a performance, including changes in level, direction and speed. Also include some matching and mirroring and some contrasting actions.
- Choose actions, body shapes and balances from a wider range of themes and ideas.
- Perform at least 3 different rolls (shoulder, forward, back) with some control.
- Link a roll with travel and balance using floor and apparatus with good body control.
- Adapt their performance to the demands of a task, using their knowledge.
- Understand the need for warming up and working on body strength, tone and flexibility.
- Lead small groups in warm-up activities.
- Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.

Y6

- Create, practise and refine longer, more complex sequences including 6-8 actions for a performance, including Mirroring, Matching, Cannon & Synchronisation. Also include changes in level, direction and speed.
- Choose actions, body shapes and balances from a wider range of ideas.
- Adapt their performance to the demands of a task, using their previous knowledge..
- Practise and refine their own work.
- Show clear individual movements.
- Understand the need for warming up and working on body strength, tone and flexibility.
- Lead small groups in warm-up activities.
- Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.

Y7

- Create, practise and refine longer, more complex sequences including 8-10 actions for a performance, including Mirroring, Matching, Counter Balance, Cannon & Synchronisation & changes in level, direction and speed.
- Choose actions, body shapes and balances from previous knowledge and ideas.
- Use contrasting actions, shapes, balances and dynamics.
- Easily adapt sequences from one situation to another.
- Adapt their performance to the demands of a task, using their previous knowledge.
- Show clear individual movements and transfer smoothly from one movement to another.
- Understand the need for warming up and working on body strength, tone and flexibility.
- Lead small groups in warm-up activities
- Use basic set criteria to make simple judgements about performances and suggest ways they could be improved.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

INVASION GAMES – INCLUDING ATTACKING & DEFENDING PRINCIPLES

EYFS

- Roll ball around seated body 1 hand/ roll ball up and down body 2 hands.
- Show increasing control over an object in pushing, patting, rolling, throwing, catching or kicking it.
- Catch a balloon, bean bag & large ball
- Aim and throw an object underarm.
- Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Play a passing and target game alone & with a partner.

YEAR 1

- Roll a ball up and down body standing 1 hand.
- Roll and catch a ball independently.
- Roll and pass a ball to a partner.
- Throw underarm and bounce a ball to self and to a partner.
- Throw underarm and bounce into a target e.g. into a hoop.
- Throw, roll or kick a ball through 'gates'.
- Kick & stop a ball using confident foot, can this be done with a partner.
- Describe different ways of throwing.
- Begin to follow some rules to different games.
- Practise different skills associated with simple games (e.g. coordinating throwing and catching).
- Work cooperatively in teams.
- Apply a simple tactic in a 1v1, 2v2 game.
- Engage in simple competitive and cooperative activities.

YEAR 2

- Take a ball around leg, alternate legs and back.
- Perform a range of throwing actions e.g. rolling, underarm, overarm.
- Describe different ways of throwing.
- Practise different skills associated with simple games (e.g. coordinating throwing and catching).
- Perform some dribbling skills with hands and feet using space.
- Pass a ball accurately (hands & feet) over longer distances to a team mate.
- Combine stopping, pick up/collect & send a ball accurately to other players.
- Make simple decisions about when /where to move in game to receive a ball.
- Work cooperatively in teams.
- Apply simple tactics when playing 1v1, 2v2, 2v1 & 3v1 games.
- Engage in simple competitive and cooperative activities.

YEAR 3

- Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy).
- Apply basic principles of attacking and defending.
- Throw and catch with control to keep possession and score 'goals'.
- Be aware of space and use it to support team-mates and cause problems for the opposition.
- Know and use rules fairly to keep games going.
- Keep possession with some success when using equipment that is not used for throwing and catching skills.
- Say when a player has moved to help others; apply this knowledge to their own play.
- Develop simple attacking skills in a 3v1 invasion game.
- Apply skills and tactics in a range of invasion games.

YEAR 4

- Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)
- Play games with some fluency and accuracy, using a range of throwing and catching techniques.
- Find ways of attacking successfully when using other skills.
- Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.
- Know the rules of the games; understand that they need to defend as well as attack.
- Understand how strength, stamina and speed can be improved by playing invasion games.
- Develop attacking skills in a 4v2 invasion game.
- Apply skills and tactics in a range of invasion games.

YEAR 5

- Use the skills e.g. of throwing and catching to gain points in competitive games (fielding).
- Pass, dribble and shoot with control in games.
- Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.
- Mark opponents and help each other in defence.
- Know and carry out warm-up activities that use exercises helpful for invasion games.
- Begin to apply rules of fair play to competitive games.
- Collaborate as a team and develop attacking & defending skills through modified versions of 5V3 or 5V4 invasion games.
- Apply skills and tactics in a range of invasion games.

YEAR 6

- Use the skills e.g. of throwing and catching to gain points in competitive games.
- Use different techniques for passing, controlling, dribbling and shooting the ball in games.
- Apply basic principles of team play to keep possession of the ball.
- Use marking, tackling and/or interception to improve their defence
- Play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending.
- Plan practices and warm ups to get ready for playing safely.
- Recognise their own and others' strengths and weaknesses in games.
- Apply rules of fair play competitive games.
- Collaborate as a team and apply attacking and defending skills through modified versions of
- 4V4 or 5V5 invasion games.
- Apply skills and tactics in a range of invasion games.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

KS2 – INVASION GAMES – INCLUDING ATTACKING & DEFENDING PRINCIPLES – NETBALL

YEAR 3

- Make a series of passes to team mates moving towards a scoring area.
- Show some signs of using a chest pass and shoulder pass.
- Show a teammate to indicate where I'd like to pass to.
- Know where space is and try to move into it.
- Mark another player and defend when needed.

YEAR 4

- Use a chest pass and shoulder pass to support team in scoring.
- Make decisions regarding which is the best type of pass to use.
- Begin to use a bounce pass, which only bounces once.
- Identify space to move into and show a clear target to receive a pass.
- Mark another player and begin to attempt interceptions.
- Know where positions are allowed on a court.

YEAR 5

- Use all three passes (chest, shoulder & bounce) correctly.
- Use a range of speeds within a game to support a team in scoring.
- Begin to use square (across the court) & straight (up & down the court) passes to achieve pace.
- Lose a defender to receive a pass.
- Defend a player and make some successful interceptions (snatch & catch) when playing as a team.

YEAR 6

- Know which pass is best to use and when in a game.
- Use a range of square & straight passes to change direction of the ball.
- Use landing foot to change direction to lose a defender.
- Draw defender away to create space for self or team.
- Position body to defend effectively, making successful interceptions.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

KS2 – INVASION GAMES – INCLUDING ATTACKING & DEFENDING PRINCIPLES – BASKETBALL

YEAR 3

- Start to dribble the ball using the pads of fingers to push the ball onto the ground.
- start to pass the ball creating a W on the ball.
- Make a series of passes to team mates moving towards a scoring area.
- Show some signs of using a chest pass and bounce pass.
- Start to use the BEEF principle when beginning to shoot. (Balance, Eyes, Elbow & Follow through)
- Show a teammate to indicate where I'd like to pass to.
- Know where space is and try to move into it.
- Mark another player and defend when needed.

YEAR 4

- Use both hands to dribble the ball on the move. (Alternate hands not both at the same time)
- Use a chest pass and lob/overhead pass to support team in scoring.
- Make decisions regarding which is the best type of pass to use.
- Begin to use a bounce pass, which only bounces once.
- Continue to use the BEEF principle when shooting and ensure to generate power from legs and not shoulder and arms to generate power.
- Identify space to move into and show a clear target to receive a pass.
- Mark another player and begin to attempt interceptions.
- Start to perform the defensive stance when defending an opponent.
- Know where positions are allowed on a court.

YEAR 5

- Continue to use both hands (alternating) when dribbling the ball and start to look forwards when dribbling.
- Use all three passes (chest, overhead & bounce) correctly.
- Start to understand when to use all three passes.
- Can shoot off a dribble and a pass.
- Add a jump to increase the power and trajectory of shot.
- Use a range of speeds within a game to support a team in scoring.
- Lose a defender to receive a pass.
- Defend a player and make some successful interceptions when playing as a team.
- Step and slide when defending on the move.

YEAR 6

- Continue to look forward when dribbling.
- Dribble to the side of the body.
- Know which pass is best to use and when in a game.
- Consistently perform each pass well and will step into a pass to add more power.
- Will start to pivot on the ball to help make decisions of pass.
- understand what a layup is and start to use correct technique when performing.
- Draw defender away to create space for self or team.
- Defend on the ball as well as off it.
- Position body to defend effectively, making successful interceptions.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

INVASION GAMES – INCLUDING ATTACKING & DEFENDING PRINCIPLES – FOOTBALL

YEAR 3

- Begin to dribble a ball making small touches using the big and little toe technique
- Use the inside of the foot to make a pass
- Keep a ball under control.
- Know where space is and try to move into it.
- Mark another player and defend when needed.

YEAR 4

- Dribble with small touches into space using different parts of the feet to keep the ball under control.
- Pass a football to someone, using different parts of foot.
- Keep a ball under control when receiving a range of passes from team.
- Strike a ball towards a target/goal
- Understand where the space is and can move into it.
- Mark another player and begin to attempt interceptions.

YEAR 5

- Dribble making small touches into space with speed.
- Send a football to someone on the team, using different parts of foot accurately.
- Use a range of ways to keep the ball under control, dependant on pass from team mate.
- See space, and use it effectively.
- Lose a defender to receive a pass.
- Defend a player and make some successful interceptions for team.

YEAR 6

- Dribble making small touches into space with speed, to beat defenders.
- Make decisions regarding how and when to pass a football to someone in your team.
- Use a range of ways to keep a ball under control dependant on where the ball is coming from, and when under pressure from a defender.
- Know how space changes within a game and when and how to move into changing spaces.
- Draw a defender away to create space.
- Position body to defend effectively, making successful interceptions.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

INVASION GAMES – INCLUDING ATTACKING & DEFENDING PRINCIPLES – HOCKEY

YEAR 3

- Begin to show how to hold a hockey stick and which side to use.
- Use a simple push pass to another team mate.
- Dribble the ball keeping it close to me using the correct side of stick.
- Show some signs of an approaching a player to tackle and cause pressure.
- Begin to attempt to score a goal from anywhere.

YEAR 4

- Sometimes change direction of travel by rotating and turning stick to support this.
- Use a push pass to make a direct pass.
- Begin to use a slap pass (bringing stick back and causing more power).
- Use speed to dribble the ball into space.
- Maintain defence and keep the pressure until possession is gained.
- Attempt to score inside a designated scorin area.

YEAR 5

- Change direction and use the correct side of stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders.
- Choose between the two passes (push/slap) and explain simply why.
- Make a direct pass while dribbling.
- Begin to use stick to mark a player from the side line causing them difficulty.
- Successfully score while in the scoring area.

YEAR 6

- Use speed, changing of direction and Indian dribbling to advance towards team's goal.
- Use a range of passes knowing which one depending on the distance of the pass.
- Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch).
- Know when to defend and what defence skills could be used.
- Seize an opportunity to score, sometimes quite quickly.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

INVASION GAMES – INCLUDING ATTACKING & DEFENDING PRINCIPLES – TAG RUGBY

YEAR 3

- Know how to hold a rugby ball.
- Move holding a rugby ball
- Know where to score a try and how to position the ball to score a try
- Move into spaces to avoid defenders
- Make a backward pass to team mates, using the direction most comfortable
- Know to tag team mates when to defend

YEAR 4

- Move with speed (and change of) with the ball and without it.
- Use speed and space to avoid defenders
- Pass backwards and in both directions and sometimes on the move.
- Tag the person who has the ball, but can mark a player who doesn't have the ball.
- Begin to make a high pop pass to avoid a defender

YEAR 5

- Be able to evade and tag opponents.
- Be able to pass and receive a pass at speed.
- Be able to pass and receive a pass at speed in a game situation.
- Refine attacking and defending skills.
- Develop tactics as a team.
- Apply learned skills in a game of tag rugby.

YEAR 6

- Be able to evade and tag opponents.
- Running at speed, changing direction at speed.
- Play effectively in attack and defence
- Score points against opposition and support player with the ball



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

STRIKING AND FIELDING GAMES

EYFS

- Aim & throw object underarm
- Catch balloon/bean bag/scarf & sometimes a bouncing ball
- Use hand to strike a bean bag or ball and move towards a scoring area.
- Begin to use a bat to hit a ball or bean bag

YEAR 1

- Show some different ways of hitting, throwing and striking a ball
- Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)
- Play as a fielder and get the ball back to a STOP ZONE
- Begin to follow some simple rules (carrying the bat, not over taking someone)

YEAR 2

- Send a ball off a tee using a bat or a racket
- Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops
- Stop moving when the 'bowler' has the ball
- Play as a fielder and pass the ball back to the bowler to make the runner stop
- Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)

YEAR 3

- Throw and catch under pressure.
- Use fielding skills to stop the ball effectively.
- Learn batting control.
- Learn the role of backstop.
- Play in a tournament and work as team, using tactics in order to beat another team.

YEAR 4

- To develop the range of Cricket skills they can apply in a competitive context
- To choose and use a range of simple tactics in isolation and in a game context
- To consolidate existing skills and apply with consistency.

YEAR 5

- To link together a range of skills and use in combination.
- To collaborate as a team to choose, use and adapt rules in games
- To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance.

YEAR 6

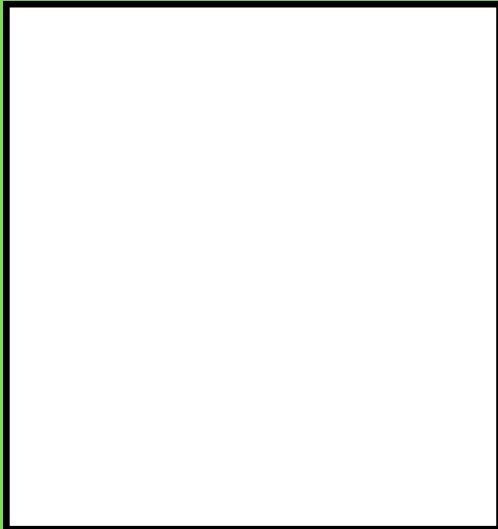
- To apply with consistency standard cricket rules in a variety of different styles of games.
- To attempt a small range of recognised shots in isolation and in competitive scenarios.
- To use a range of tactics for attacking and defending in role of bowler, batter and fielder.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

NET & WALL

EYFS



YEAR 1

- I can throw and catch with some consistency and strike a stationary object with some control and basic accuracy.
- I can begin to roll, throw and catch a ball independently & with a partner. (Sending & Receiving)
- I can show some different ways of hitting, throwing and striking a ball & start to make some rallies.
- I can use relevant sized bats and balls.

YEAR 2

- I can throw and catch with some consistency and strike a stationary object with some control and basic accuracy.
- I can receive a ball using the following methods...stopping, pick up/collect & catch I can send a ball accurately to other players using a variety of throwing actions and start to show a rally. (Underarm, Overarm & Rolling).
- I can use a variety equipment in games e.g. different sized balls, rackets, sticks & bats.

YEAR 3

- Throw and catch under pressure.
- Learn some technique to strike a ball with control.
- Be able to start a rally.
- Play in a tournament and work as team, using tactics in order to beat another team.

YEAR 4

- Throw and catch under pressure.
- Learn some technique to strike a ball with control.
- Be able to start a rally.
- Play in a tournament and work as team, using tactics in order to beat another team.

YEAR 5

- To link together a range of skills and use in combination.
- To collaborate as a team to choose, use and adapt rules in games.
- Play and keep a rally going.
- Strike an object accurately.

YEAR 6

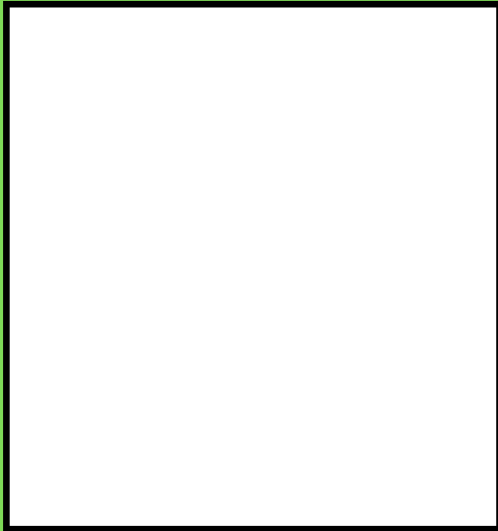
- To apply with consistency playing a variety of modified net and wall games.
- Use a range of recognised shots in isolation and in competitive scenarios.
- To use a range of tactics and strategies when competing against others.



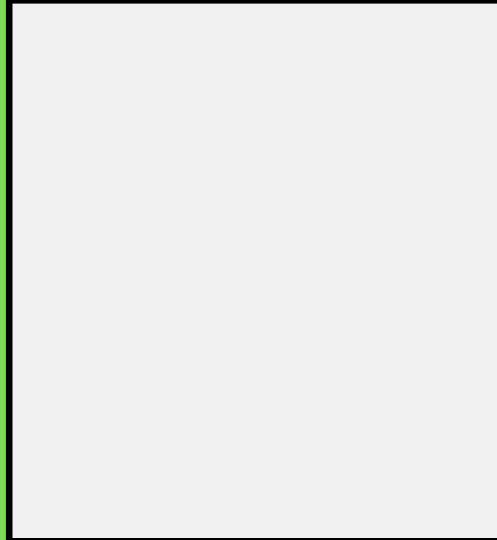
ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

OUTDOOR & ADVENTUROUS ACTIVITIES

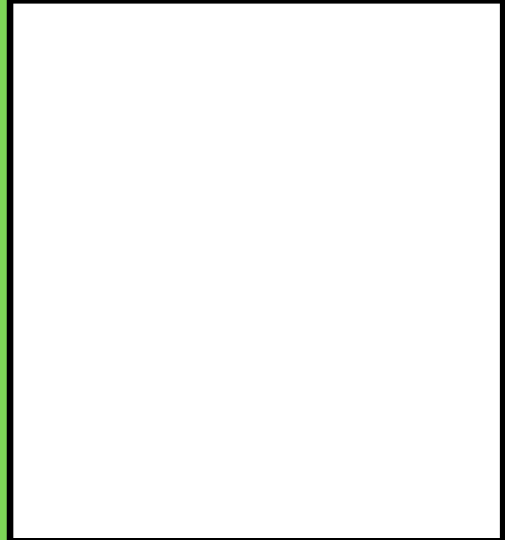
EYFS



YEAR 1



YEAR 2



YEAR 3

- Develop listening skills.
- Create simple body shapes.
- Listen to instructions from a partner/ adult.
- Begin to think activities through and problem solve.
- Discuss and work with others in a team.
- Demonstrate an understanding of how to stay safe.

YEAR 4

- Develop strong listening skills.
- Use simple maps.
- Begin to think activities through and problem solve.
- Choose and apply strategies to solve problems with support.
- Discuss and work with others in a team.
- Demonstrate an understanding of how to stay safe.

YEAR 5

- Develop strong listening skills.
- Use and interpret simple maps.
- Think activities through and problem solve using general knowledge.
- Choose and apply strategies to solve problems with support.
- Discuss and work with others in a team.
- Demonstrate an understanding of how to stay safe.

YEAR 6

- Develop strong listening skills.
- Use and interpret simple maps.
- Think activities through and problem solve using general knowledge.
- Choose and apply strategies to solve problems with support.
- Discuss and work with others in a team.
- Demonstrate an understanding of how to stay safe.



ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

EVALUATING & COMPARING PERFORMANCES

EYFS

- I can describe and comment on my own and others' actions.

YEAR 1

- Comment on own and others performance.
- Give comments on how to improve performance.
- Use appropriate vocabulary when giving feedback.

YEAR 2

- Comment on own and others performance.
- Give comments on how to improve performance.
- Comment on a skill or combination of skills and say how it could be improved.
- Use appropriate vocabulary when giving feedback.

YEAR 3

- Watch and describe performances accurately.
- Begin to think about how they can improve their own work.
- Work with a partner or small group to improve their skills.
- Make suggestions on how to improve their work, commenting on similarities and differences.

YEAR 4

- Watch and describe performances accurately.
- Describe what is successful in their own performances.
- Work with a partner or small group to improve their skills.
- Make suggestions on how to improve their work, commenting on similarities and differences.

YEAR 5

- Watch and describe performances accurately.
- Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.
- Comment on tactics and techniques to help improve performances.
- Make suggestions on how to improve their work, commenting on similarities and differences.

YEAR 6

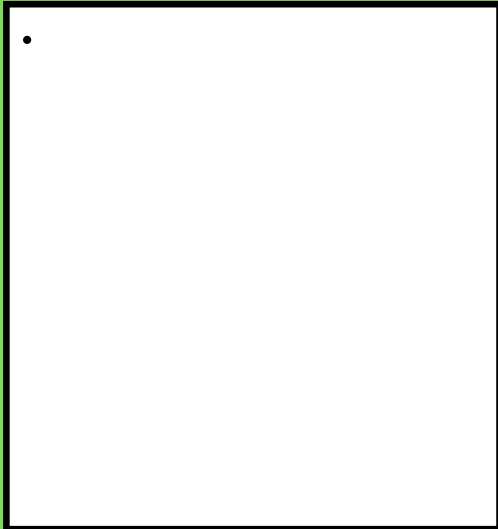
- Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.
- Learn from others how they can improve their skills.
- Comment on tactics and techniques to help improve performances.
- Make suggestions on how to improve their work, commenting on similarities and differences.



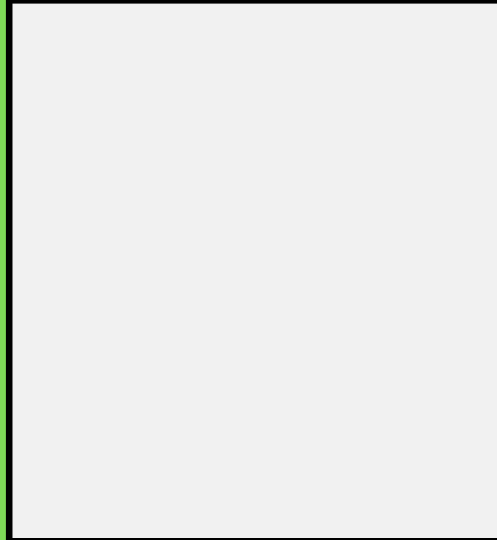
ROBIN HOOD PRIMARY PROGRESSION OF SKILLS: PHYSICAL EDUCATION

SWIMMING & WATER SAFETY

EYFS



YEAR 1



YEAR 2

- To develop basic pool safety skills and confidence in water.
- To develop travel in vertical or horizontal position and introduce floats.

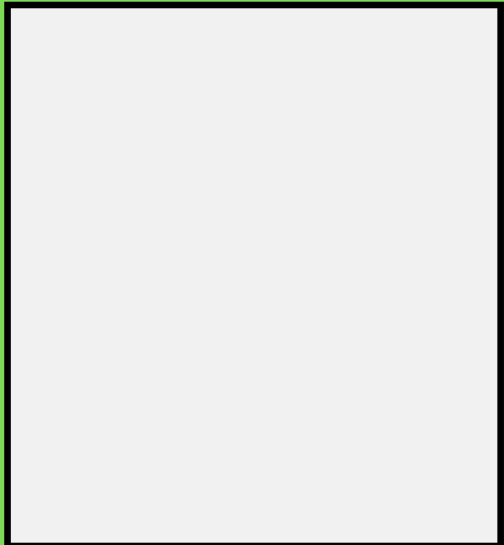
YEAR 3

- Begin to use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- To develop push and glides, any kick action on front and back with or without support aids.
- To develop entry and exit, travel further, float and submerge.
- Perform safe self-rescue in different water-based situations.

YEAR 4

- Continue to develop a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- To show breath control.
- Introduction to deeper water.
- Treading water
- Perform safe self-rescue in different water-based situations.

YEAR 5



YEAR 6

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

