



## **John Rankin School - PE Skills Progression**

### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

#### **Pupils should be taught to:**

- ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ♣ participate in team games, developing simple tactics for attacking and defending
- ♣ perform dances using simple movement patterns.

### **Key stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

#### **Pupils should be taught to:**

- ♣ use running, jumping, throwing and catching in isolation and in combination
- ♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ 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.

Games	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Striking &amp; Hitting a Ball</b>	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.



<b>Throwing and Catching a Ball</b>	<p>Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used</p>	<p>Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>
<b>Travelling with a Ball</b>	<p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p>	<p>Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.</p>	<p>Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p>

<b>Passing a Ball</b>	Pass the ball to another player in a game. Use kicking skills in a game	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
<b>Possession</b>			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
<b>Using Space</b>	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.



<b>Attacking and Defending</b>	<p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender</p>	<p>Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.</p>	<p>Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.</p>	<p>Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring</p>	<p>Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>
<b>Tactics and Rules</b>	<p>Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.</p>	<p>Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p>	<p>Vary the tactics they use in a game. Adapt rules to alter games.</p>	<p>Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.</p>	<p>Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.</p>

<b>Compete/ Perform</b>	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
<b>Evaluate</b>	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



Athletics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Running</b>	<p>Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting</p>	<p>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.</p>	<p>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.</p>	<p>Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p>

<p><b>Jumping</b></p>	<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.</p>	<p>Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
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<b>Throwing</b>	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.	Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.	Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
<b>Compete/ Perform</b>	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.



<b>Evaluate</b>	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements
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Dance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance Skills</b>	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence,	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the

	independently to create a simple dance			to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation	still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music.  Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work	stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements.  Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences.  Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.
<b>Compete/ Perform</b>	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
<b>Evaluate</b>	Watch and describe	Watch and describe	Watch, describe and evaluate the	Watch, describe and evaluate the	Choose and use criteria to evaluate own and others'	Thoroughly evaluate their own and others' work, suggesting

	performances. Begin to say how they could improve.	performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	effectiveness of a performance. Describe how their performance has improved over time.	effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	thoughtful and appropriate improvements.
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Gymnastics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Acquiring and Developing Skills in Gymnastics (General)</b>	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of ways and land with increasing control and balance. Climb onto and jump off the equipment safely. Move with increasing control and care.	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault

	equipment. Begin to move with control and care		and confidence. Begin to show flexibility in movements	centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	be in relation to the base of the balance. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique and flexibility throughout performances. Combine equipment with movement to create sequences.	and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.
<b>Rolls</b>	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing  Straddle forward roll  Tucked backward roll  Backward roll to straddle	Forward roll from standing  Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing  Straddle forward roll Pike forward roll  Dive forward roll Tucked backward roll Backward roll to straddle  Backward roll to standing pike  Pike backward roll

<b>Jumps</b>	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump
	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump
	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack	Jumping jack
	Half turn jump	Half turn jump	Star jump	Star jump	Star jump	Star jump
	Cat spring	Cat spring	Straddle jump	Straddle jump	Straddle jump	Straddle jump
		Cat spring to straddle	Pike jump	Pike jump	Pike jump	Pike jump
			Straight jump half-turn	Straight jump half-turn	Stag jump	Stag jump
			Cat leap	Straight jump full-turn	Straight jump half-turn	Straight jump half-turn
				Cat leap	turn	turn
				Cat leap half-turn	Straight jump full-turn	Straight jump full-turn
					turn Cat leap	turn Cat leap
					Cat leap half-turn	Cat leap half-turn
					Split leap	Cat leap full-turn
						Split leap
					Stag leap	



<b>Vault (with springboard/ raised platform)</b>	Straight jump off springboard	Hurdle step onto springboard Straight jump off springboard Tuck jump off springboard	Hurdle step onto springboard Squat on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault	Hurdle step onto springboard Squat on vault Straddle on vault Star jump off Tuck jump off Straddle jump off Pike jump off Squat through vault Straddle over vault
<b>Handstands, Cartwheels and Round-offs</b>	Bunny hop Front support wheelbarrow with partner	Bunny hop Front support wheelbarrow with partner T-lever Scissor kick	Handstand Lunge into handstand Cartwheel	Lunge into handstand Lunge into cartwheel	Lunge into handstand Lunge into cartwheel Lunge into round-off	Lunge into cartwheel Lunge into round-off Hurdle step Hurdle step into cartwheel Hurdle step into round-off
<b>Travelling and Linking Actions</b>	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Cat leap full turn Pivot

<b>Shapes and Balances</b>	<p>Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes</p>	<p>Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support</p>	<p>1, 2, 3 and 4- point balances  Balances on apparatus  Balances with and against a partner Pike, tuck, star, straight, straddle shapes  Front and back support</p>	<p>1, 2, 3 and 4- point balances  Balances on apparatus  Part body weight partner balances  Pike, tuck, star, straight, straddle shapes  Front and back support</p>	<p>1, 2, 3 and 4- point balances  Balances on apparatus  Develop technique, control and complexity of part-weight partner balances  Group formations Pike, tuck, star, straight, straddle shapes  Front and back support</p>
<b>Compete/ Perform</b>	<p>Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination. Perform learnt skills with increasing control.</p>	<p>Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>



						Begin to record their peers' performances, and evaluate these
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Outdoor Adventurous Activities	Year 3	Year 4	Year 5	Year 6
<b>Trails</b>	Orientate themselves with increasing confidence and accuracy around a short trail.	Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge.  Start to recognise features of an orienteering course.	Start to orientate themselves with increasing confidence and accuracy around an orienteering course.  Design an orienteering course that can be followed and offers some challenge to others.  Begin to use navigation equipment to orientate around a trail.	Orientate themselves with confidence and accuracy around an orienteering course when under pressure.  Design an orienteering course that is clear to follow and offers challenge to others.  Use navigation equipment (maps, compasses) to improve the trail.
<b>Problem Solving</b>	Identify and use effective communication to begin to work as a team. Identify symbols used on a key.	Communicate clearly with other people in a team, and with other teams.  Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.  Associate the meaning of a key in the context of the environment.	Use clear communication to effectively complete a particular role in a team.  Complete orienteering activities both as part of a team and independently.  Identify a key on a map and begin to use the information in activities.	Use clear communication to effectively complete a particular role in a team.  Complete an orienteering activities both as part of a team and independently.  Use a range of map styles and make an informed decision on the most effective.

<p><b>Preparation and Organisation</b></p>	<p>Begin to use equipment that is appropriate for an activity.</p>	<p>Try a range of equipment for creating and completing an activity. Making informed decisions on the best equipment to be used for an activity. Plan and organise a trail that others can follow.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p>
<p><b>Communication</b></p>	<p>Communicate with others.</p>	<p>Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p>	<p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Begin to use a compass for navigation.</p>	<p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Use a compass for navigation.</p> <p>Organise an event for others.</p>
<p><b>Compete and Perform</b></p>	<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal</p>

		<p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Improve to trail to increase the challenge of the course.</p>	<p>performances and activities with an aim of increasing challenge and improving performances.</p> <p>Listen to feedback and improve an orienteering course from it.</p>
<b>Evaluate</b>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work suggesting thoughtful and appropriate improvements.</p>



## The Sports Available at JRS From Year 1-6

### Invasion Games:

Football/ Futsal, Uni-hoc/ Floorball, Netball/ High 5 Netball, Basketball, Tag Rugby, Tchoukball, Handball, Lacrosse, Ultimate Frisbee, Quidditch,

### Net/ Wall/ Racket Games:

Kin Ball, Volleyball/ Seated Volleyball/ Catchball, Tennis/ Pickleball, Table Tennis, Badminton,

### Striking and Fielding Games:

Rounders/ Kick Rounders, Kwik Cricket, Danish Longball,

### Target Games:

Archery, Tri-golf, Fencing, New Age Kurling,

Athletics: Athletics (Track/ Field), Indoor/ Outdoor Athletics, Cross Country,

OAA: Orienteering, Residentials

Gymnastics: Gymnastics (with/ without equipment),

Swimming: Age appropriate expectations

Workouts: Jump Fitness, Les Mills Online, Yoga, Zumba

Dance: Differing styles,

## JRS 8-Part Sport Specific Skills Tests Results

<u>Name</u>	<u>Standing Long Jump</u> (m)	<u>Speed Bounce</u> (30s)	<u>Standing Stalk Test</u> (60s)	<u>Chest Push</u> (m)	<u>Alternate Wall Toss Catch Test</u> (60s)	<u>Vortex</u>	<u>30m Sprint</u>	<u>12/6 Minute Cooper Run</u>

### PE Curriculum Map - Badminton

Week	Warm-up (5-10 mins)	Main Activity (15 mins)	Game (15-20 mins)	Extra Points
1	Give all children a racket & play a modified version of traffic lights with a racket in hand e.g. overhead tap, underarm swing, check your grip, net lunge etc	Small 2 vs 2 matches (nets not needed – use cones instead) Allow children to attempt to serve underarm & return in a rally - inform them it will be hard	1 v 1 games in space – stop and discuss any key observations from 2v2 games – e.g. racket grip (some children might do well to hold the racket by the long thin part) swap partners often & talk	Use able children to demonstrate technique Slow down serving process for all
2	Play 'Throw Badminton' with no rackets. Same game as 1v1 or 2v2 depending on your class. Discuss tactics – children to catch the shuttlecock between shots.	Play 'Make Your Partner Move' in pairs. Each pair to have a small square; one person calls out where their partner must run to (racket in hand to play a pretend shot) on their court. This should resemble a badminton match e.g. net shot, sides	1v1 or 2v2 either with or without rackets (children to decide – try to encourage control and less power (finesse is key to badminton) Encourage more able players to attempt to 'Make their partner move' by aiming from side to side etc.	More able children to use court markers for their spaces. Less able to be coached into hitting softly.
3	Play 'Throw Badminton' again with 1 child using a racket. Same game as 1v1 and make sure children change roles. Children without racket to catch the shuttlecock between shots.	In pairs, children to practice their serving with both little and large amounts of power. Their partner will catch the shuttlecock and return it to them as quick as possible – 10 then switch. Aiming for the back of their square is best.	Use several children to demonstrate good technique (or a good ability to rally) and set about getting the more able children to advise/ coach the others. Consider racket grip & movement when awaiting your opponents shot – movement is key!	Encourage lots of quick moments – badminton is a fast paced game. Consider getting back to the centre of your square.
4	Beat Your Score – Children to work in mixed ability pairs (ask for children to evaluate their own performance) and attempt to see how many successful rallies they can complete together.	Backhand and Forehand shots – Children usually attempt overhead shots but encourage other options. One child to throw the shuttlecock at their partner and simply attempt to return it by delaying their swing and striking side on.	In pairs, children to attempt to rally with each other but only using backhand and forehand shots – less able children may need to switch between overhead and fore/back hand which is absolutely fine.	Decision making is key in all sports – if using back or forehand shots might not be your best option, should you still use it here
5	Reaction Test Time – one child to stand behind their partner and throw the shuttlecock wherever they want in their small square – the other child aims to catch it before it drops – swap roles.	Target Practice – in small groups, children to have either hoops or upside cones for targets in their squares, and their aim is serve their shuttlecock into it. Each child to have their own shuttlecock – points game if needed.	Children to be in groups of 5-6 and play 'Around the Court.' Using either a net or coned court, children aim to play a badminton match whereby when you play your shot, you run to the other side and join the queue. DO NOT USE POINTS! Rallies are key.	Around the court gets very competitive and that is a good thing – stress kindness and how to help others for the children
6	Matches – Children to set up nets (all that are available and coned courts (swapping will have to take place) so that everyone can play lots of matches. Stopping regularly to re-cap teaching and learning points.			

#### JRS Badminton Level Descriptors:

**WTS** – Incorrect grip and stance; no attempt to serve, play underarm or overarm shots; no awareness of opponent;  
**Secure** – Correct grip and stance; serving attempted and sometimes accurate; underarm, overhead, back and forehand shots attempted; rallies sometimes achieved; some awareness of opponent;  
**GD** – Correct grip and stance; serving often accurate; all shot types attempted; rallies purposeful; good awareness of opponent;

Useful Links: <https://www.youtube.com/watch?v=UyLli-TbcFc> <https://www.youtube.com/watch?v=S1XINopJ1GM>

## Preliminary PE Options for All Year Groups

### Key Stage 1

<u>Year Group - 1</u>	<u>Indoor</u>	<u>Outdoor</u>
<u>Aut 1</u>		
<u>Aut 2</u>		
<u>Spr 1</u>		
<u>Spr 2</u>		
<u>Sum 1</u>		
<u>Sum 2</u>		

<u>Year Group - 2</u>	<u>Indoor</u>	<u>Outdoor</u>
<u>Aut 1</u>	Country Dancing	Fun 'N' Games
<u>Aut 2</u>	Real PE Units	
<u>Spr 1</u>	Gymnastics	
<u>Spr 2</u>	Dodgeball	Pickleball
<u>Sum 1</u>	Archery	Sports Day Prep
<u>Sum 2</u>	Table Tennis	Basketball

### Key Stage 2

<u>Year Group - 3</u>	<u>Indoor</u>	<u>Outdoor</u>
<u>Aut 1</u>	Yoga	Fun 'N' Games
<u>Aut 2</u>	Real PE Units	Tri-Golf
<u>Spr 1</u>	Gymnastics (Ext Coach to assist)	Pickleball
<u>Spr 2</u>	Dodgeball	Cross Country
<u>Sum 1</u>	Indoor Athletics & Assessment Activities	Jumping & Relays
<u>Sum 2</u>		

<u>Year Group - 4</u>	<u>Indoor</u>	<u>Outdoor</u>
<u>Aut 1</u>	Real PE Units	Netball
<u>Aut 2</u>	Yoga	Uni-hoc
<u>Spr 1</u>	Badminton (perhaps outdoor also)	Kwik Cricket
<u>Spr 2</u>	Seated Volleyball/ Catchball	Orienteering
<u>Sum 1</u>	Zumba	Sprinting & Hurdles
<u>Sum 2</u>		

<u>Year Group - 5</u>	<u>Indoor</u>	<u>Outdoor</u>
<u>Aut 1</u>	Real PE Units	Basketball
<u>Aut 2</u>	Dance (Tudors)	Football
<u>Spr 1</u>	Archery	Tchoukball
<u>Spr 2</u>	Table Tennis	Jumping (inc Vertical) & Vortex
<u>Sum 1</u>	Jump Fitness	Rounders
<u>Sum 2</u>		

<u>Year Group - 6</u>	<u>Indoor</u>	<u>Outdoor</u>
<u>Aut 1</u>	Indoor Athletics	High 5 Netball
<u>Aut 2</u>	Real PE Units	Lacrosse
<u>Spr 1</u>	Table Tennis	Quidditch (Harry Potter Muggle Version)
<u>Spr 2</u>	Zumba	Ultimate Frisbee
<u>Sum 1</u>	Circuit Training	Outdoor Athletics
<u>Sum 2</u>		Nuffield