



# Progression of Skills for PE

CYCLE Planned by Expectations	Autumn		Spring		Summer	
	Lower School					
Lower School Cycle B	Stone Age to Iron Age (Iron Rocks!)		Mountains, rivers and coasts. (Mountain High... River Deep)		The Egyptians (Tomb Raiders)	
	<p><b>Athletics</b></p> <p>Sprint over a short distance up to 60 metres. (e1)</p> <p>Run over a longer distance, conserving energy in order to sustain performance. (e2)</p> <p>Use a range of throwing techniques (such as under arm, over arm). (e3)</p> <p>Throw with accuracy to hit a target or cover a distance. (e4)</p> <p>Jump in a number of ways, using a run up where appropriate. (e5)</p>	<p><b>Dance – Stone Age</b></p> <p>Plan, perform and repeat sequences. (b1)</p> <p>Develop physical strength and suppleness by practising moves and stretching. (b6)</p>	<p><b>Sea Dance</b></p> <p>Move in a clear, fluent and expressive manner. (b2)</p> <p>Create dances and movements that convey a definite idea. (b4)</p> <p>Change speed and levels within a performance. (b5)</p>	<p><b>Team building/fitness</b></p> <p>Show an ability to both lead and form part of a team. (f3)</p> <p>Show resilience when plans do not work and initiative to try new ways of working. (f5)</p> <p>Run over a longer distance, conserving energy in order to sustain performance. (e2)</p> <p><b>Calshot – OAA</b></p> <p>Arrive properly equipped for outdoor and adventurous activity. (f1)</p> <p>Understand the need to show accomplishment in managing risks. (f2)</p> <p>Support others and seek support if required when the situation dictates. (f4)</p> <p>Use maps, compasses and digital devices to orientate themselves. (f6)</p>	<p><b>Net/wall activities</b></p> <p>Follow the rules of the game and play fairly. (a4)</p> <p>Choose appropriate tactics to cause problems for the opposition. (a3)</p>	<p><b>Egyptian Dance</b></p> <p>Refine movements into sequences. (b3)</p>
	<p><b>Ball skills/Bench ball</b></p> <p>Throw and catch with control and accuracy. (a1)</p> <p>Follow the rules of the game and play fairly. (a4)</p>	<p><b>Gymnastics</b></p> <p>Plan, perform and repeat sequences. (c1)</p>	<p><b>Gymnastics</b></p> <p>Refine movements into sequences. (c3)</p> <p>Move in a clear, fluent and expressive</p>	<p><b>Football</b></p> <p>Choose appropriate tactics to cause problems for the opposition. (a3)</p>	<p><b>Striking and fielding</b></p> <p>Strike a ball and field with control. (a2)</p>	<p><b>Sports day events</b></p> <p>Lead others and act as a respectful team member. (a7)</p>



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	Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). (a5)	Show changes of direction, speed and level during a performance. (c4) Travel in a variety of ways, including flight, by transferring weight to generate power in movements. (c5)	manner. (c2) Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). (c6) Swing and hang from equipment safely (using hands). (c7)	Pass to team mates at appropriate times. (a6)		Compete with others and aim to improve personal best performances. (e6)
<b>Lower School Cycle A</b>	<b>What did the Romans do for us? (Rotten Romans)</b>	<b>Natural Disasters and Rainforests (What a disaster!)</b>		<b>Saxons and Vikings (Kingdom Invasion)</b>		
	<b>Tag rugby</b> Throw and catch with control and accuracy. (a1) Follow the rules of the game and play fairly. (a4) Pass to team mates at appropriate times. (a6)	<b>Rotten Roman dance</b> Plan, perform and repeat sequences. (b1) Develop physical strength and suppleness by practising moves and stretching. (b6)	<b>Tribal dance</b> Move in a clear, fluent and expressive manner. (b2) Create dances and movements that convey a definite idea. (b4) Change speed and levels within a performance. (b5)	<b>Calshot – OAA</b> Arrive properly equipped for outdoor and adventurous activity. (f1) Understand the need to show accomplishment in managing risks. (f2) Support others and seek support if required when the situation dictates. (f4) Use maps, compasses and digital devices to orientate themselves. (f6) <b>Team building/fitness</b> Show an ability to both lead and form part of a team. (f3) Show resilience when plans do not work and initiative to try new ways of working. (f5) Run over a longer distance, conserving energy in order to sustain performance. (e2)	<b>(Swimming moved to year 5 from 2018)</b> <b>Net/wall activities</b> Follow the rules of the game and play fairly. (a4) Choose appropriate tactics to cause problems for the opposition. (a3)	<b>(Swimming moved to year 5 from 2018)</b> <b>Athletics</b> Sprint over a short distance up to 60 metres. (e1) Run over a longer distance, conserving energy in order to sustain performance. (e2) Use a range of throwing techniques (such as under arm, over arm). (e3) Throw with accuracy to hit a target or cover a distance. (e4) Jump in a number of ways, using a run up where appropriate. (e5)



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	<p><b>Athletics</b></p> <p>Sprint over a short distance up to 60 metres. (e1)</p> <p>Run over a longer distance, conserving energy in order to sustain performance. (e2)</p> <p>Use a range of throwing techniques (such as under arm, over arm). (e3)</p> <p>Throw with accuracy to hit a target or cover a distance. (e4)</p> <p>Jump in a number of ways, using a run up where appropriate. (e5)</p>	<p><b>Gymnastics</b></p> <p>Plan, perform and repeat sequences. (c1)</p> <p>Show changes of direction, speed and level during a performance. (c4)</p> <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements. (c5)</p>	<p><b>Gymnastics</b></p> <p>Refine movements into sequences. (c3)</p> <p>Move in a clear, fluent and expressive manner. (c2)</p> <p>Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). (c6)</p> <p>Swing and hang from equipment safely (using hands). (c7)</p>	<p><b>(Uni)Hockey</b></p> <p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). (a5)</p> <p>Choose appropriate tactics to cause problems for the opposition. (a3)</p>	<p><b>Striking and fielding</b></p> <p>Throw and catch with control and accuracy. (a1)</p> <p>Strike a ball and field with control. (a2)</p>	<p><b>Sports day events</b></p> <p>Lead others and act as a respectful team member. (a7)</p> <p>Compete with others and aim to improve personal best performances. (e6)</p>
CYCLE Planned by Expectations	Autumn		Spring		Summer	
	Upper School					
Upper School Cycle B	History of Baghdad (Arabian Nights) and Mexico Study (Los misterios de Mexico)		Space (Out of this world) and Portsmouth (History)		Forces (Flight) and Changes (SRE/Geography)	
	<p><b>Tregoyd – OAA</b></p> <p>Select appropriate equipment for outdoor and adventurous activity.(f1)</p>	<p><b>Salsa Dance</b></p> <p>Perform expressively and hold a precise and strong body posture. (b2)</p>	<p><b>Space Dance</b></p> <p>Compose creative and imaginative dance sequences. (b1)</p>	<p><b>Tag Rugby</b></p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing,</p>	<p><b>Athletics</b></p> <p>Combine sprinting with low hurdles over 60 metres. (e1)</p> <p>Show control in take off and landings when jumping. (e4)</p>	<p><b>Tennis</b></p> <p>Work alone, or with team mates in order to gain points or possession. (a2)</p>



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	<p>Embrace both leadership and team roles and gain the commitment and respect of a team. (f3) Remain positive even in the most challenging circumstances, rallying others if need be. (f5) Use a range of devices in order to orientate themselves. (f6)</p> <p><b>Athletics</b></p> <p>Choose the best place for running over a variety of distances (e2) Throw accurately and refine performance by analysing technique and body shape. (e3) Compete with others and keep track of personal best performances, setting targets for improvement. (e5)</p>	<p>Perform and create complex sequences. (b3)</p>	<p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). (b6)</p> <p><b>Swimming (yr 5) (from 2019)</b></p> <p>Swim between 25 and 50 metres unaided. (d1) Use more than one stroke and coordinate breathing as appropriate for the stroke being used. (d2) Coordinate leg and arm movements. (d3) Swim at the surface and below the water. (d4)</p>	<p>jumping and kicking, etc.). (a1) Choose the most appropriate tactics for a game. (a6)</p> <p><b>Swimming (yr 5) (from 2019)</b></p> <p>Swim over 100 metres unaided. (d1) Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. (d2) Swim fluently with controlled strokes. (d3) Turn efficiently at the end of a length. (d4)</p>		<p>Use forehand and backhand when playing racket games. (a4)</p>
	<p><b>Team building/problem solving</b></p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. (f2) Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. (f4)</p>	<p><b>Gymnastics</b></p> <p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> </ul>	<p><b>Gymnastics</b></p> <p>Hold shapes that are strong, fluent and expressive. (c2) Include in a sequence set pieces, choosing the most appropriate linking elements. (c3) Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). (c6)</p>	<p><b>Hockey</b></p> <p>Work alone, or with team mates in order to gain points or possession. (a2) Field, defend and attack tactically by anticipating the direction of play. (a5)</p>	<p><b>Volleyball</b></p> <p>Work alone, or with team mates in order to gain points or possession. (a2) Strike a bowled or volleyed ball with accuracy. (a3) Choose the most appropriate tactics for a game. (a6)</p>	<p><b>Cricket</b></p> <p>Strike a bowled or volleyed ball with accuracy. (a3) Field, defend and attack tactically by anticipating the direction of play. (a5)</p> <p><b>Sports day activities</b></p> <p>Uphold the spirit of fair play and respect in all competitive situations. (a6)</p>



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	<p>Quickly assess changing conditions and adapt plans to ensure safety comes first. (f7) Lead others when called upon and act as a good role model within a team. (a7)</p>	<ul style="list-style-type: none"> <li>• gestures</li> <li>• linking skills. (c1)</li> </ul> <p>Vary speed, direction, level and body rotation during floor performances. (c4) Practise and refine the gymnastic techniques used in performances (listed above). (c5)</p>	<p>Use equipment to vault and to swing (remaining upright). (c7)</p>			<p>Lead others when called upon and act as a good role model within a team. (a7)</p>
<b>Upper School Cycle A</b>	<b>Water as a resource and renewable energy (Fuelling the Future)</b>	<b>Ancient Greek democracy and monarchs past and present (Power!)</b>	<b>Evolution and inheritance (Discovering Darwin)</b>			
	<p><b>Tregoyd – OAA</b> Select appropriate equipment for outdoor and adventurous activity. (f1) Embrace both leadership and team roles and gain the commitment and respect of a team. (f3) Remain positive even in the most challenging circumstances, rallying others if need be. (f5) Use a range of devices in order to orientate themselves. (f6)</p>	<p><b>Windmill dance</b> Perform expressively and hold a precise and strong body posture. (b2) Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). (b6)</p>	<p><b>Power dance – plastic v paper</b> Express an idea in original and imaginative ways. (b4) Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. (b5)</p> <p><b>Swimming (yr 5) (from 2020)</b> Swim between 25 and 50 metres unaided. (d1) Use more than one stroke and coordinate breathing as</p>	<p><b>Netball</b> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). (a1) Choose the most appropriate tactics for a game. (a6)</p> <p><b>Swimming (yr 5) (from 2020)</b> Swim over 100 metres unaided. (d1) Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as</p>	<p><b>Tennis</b> Work alone, or with team mates in order to gain points or possession. (a2) Use forehand and backhand when playing racket games. (a4)</p>	<p><b>Wide games</b> Uphold the spirit of fair play and respect in all competitive situations. (a6) Lead others when called upon and act as a good role model within a team. (a7)</p> <p><b>Sports day events</b> Uphold the spirit of fair play and respect in all competitive situations. (a6) Lead others when called upon and act as a good</p>



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	<p><b>Team building/problem solving</b></p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. (f2)</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. (f4)</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first. (f7)</p> <p>Lead others when called upon and act as a good role model within a team. (a7)</p>		<p>appropriate for the stroke being used. (d2)</p> <p>Coordinate leg and arm movements. (d3)</p> <p>Swim at the surface and below the water. (d4)</p>	<p>not to interrupt the pattern of swimming. (d2)</p> <p>Swim fluently with controlled strokes. (d3)</p> <p>Turn efficiently at the end of a length. (d4)</p>		<p>role model within a team. (a7)</p>
	<p><b>Volleyball</b></p> <p>Work alone, or with team mates in order to gain points or possession. (a2)</p> <p>Strike a bowled or volleyed ball with accuracy. (a3)</p> <p>Choose the most appropriate tactics for a game. (a6)</p>	<p><b>Gymnastics</b></p> <p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> <li>• travelling</li> <li>• balances</li> <li>• swinging</li> <li>• springing</li> <li>• flight</li> <li>• vaults</li> <li>• inversions</li> <li>• rotations</li> <li>• bending, stretching and twisting</li> </ul>	<p><b>Gymnastics</b></p> <p>Hold shapes that are strong, fluent and expressive. (c2)</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements. (c3)</p> <p>Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). (c6)</p>	<p><b>Football</b></p> <p>Work alone, or with team mates in order to gain points or possession. (a2)</p> <p>Field, defend and attack tactically by anticipating the direction of play. (a5)</p>	<p><b>Rounders/Cricket</b></p> <p>Strike a bowled or volleyed ball with accuracy. (a3)</p> <p>Field, defend and attack tactically by anticipating the direction of play. (a5)</p>	<p><b>Athletics</b></p> <p>Choose the best place for running over a variety of distances (e2)</p> <p>Throw accurately and refine performance by analysing technique and body shape. (e3)</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement. (e5)</p>



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		<ul style="list-style-type: none"><li>• gestures</li><li>• linking skills. (c1)</li></ul> Vary speed, direction, level and body rotation during floor performances. (c4) Practise and refine the gymnastic techniques used in performances (listed above). (c5)	Use equipment to vault and to swing (remaining upright). (c7)			
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