



Wharton CE Primary School
PE skills Progression Grid – 2023/2024

Proverbs 22 v 6 Train up a child in the way they should go and they will not depart from it

The progression grid outlines the specific knowledge which pupils are expected to learn in each phase

Skill progression by activity – Key Stage 2 Athletic Activity

Athletics - Year 3	Head	Events Taught:	
		Take part in basic scoring of different events	
		When questioned, show understanding of their individual role in team relay performance	
	Hand	Compete with others and record points	
		Link running and jumping activities with some fluency and consistency	
		Control movements and body actions in response to specific instructions	
		Jump for height and distance with control and balance	
		Run at different speeds according to event and instruction	
	Heart	Throw a variety of objects using different recognised throws	
		Throw more accurately and over greater distances	
Athletics - Year 4	Head	Run as part of a relay team	
		Identify how to improve own and others work and be tactful	
	Head	Events Taught:	
		Decide on ways to improve, run, jumps and throws and implement changes	
		Demonstrate patience and determination	
	Hand	Show differences between sprinting and running speeds over a variety of distances	
		Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone	
		Perform a range of jumps with consistency, sometimes approaching jump with a run up	
	Heart	Compete in running, jumping and throwing activities and compare their own performance with previous	
		Work with others to score and record distance and times accurately	
Athletics - Year 5	Head	Develop control in baton exchange and analyse as a team how to improve handover	
		Events Taught:	
	Hand	Identify how they can change an activity by using the STEP principle	
		Distinguish between good and poor performances and suggest ways to improve self and others	
		Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes	
	Heart	Explore a range of baton handling activities and attempt to receive in restricted area	
		Perform a range of jumps in different activities	
	Athletics Year 6	Head	Demonstrate a range of throwing actions using different equipment with some consistency and control
			Able to run as part of a team in relay style events and demonstrate max effort pace
			Compare own performance with previous ones and demonstrate improvement to achieve personal best
Hand		Events Taught:	
		Accurately and confidently judge across a range of athletics activities	
		Record accurately scores given in variety events	
		Demonstrate accuracy and good technique when throwing for distance	
		Show good technique and control for jumping activities	
Heart		Use skill and knowledge of activity to confidently teach and lead others	
		Choose appropriate run up distance as an individual for athletic jumps	
Hand	Use appropriate pace for different running distances		
	Demonstrate improvement when working with self and others		
	Use appropriate language to deliver a taught activity to their peers		

Striking and Fielding Games

Striking & Fielding - Year 3		Sports Taught:
	Head	Adhere to some basic rules of recognised games such as rounders or cricket
		Explain how fielders work together to restrict batters runs
		Apply simple tactics to choose where to hit the ball
	Hand	Strike a ball with some consistency
		Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling
		Play in simplified games
		Bowl accurately
		Show ready position to catch a ball
		Strike a stationary ball (off tee) with some consistency
Heart	Strike a bowled ball with some consistency	
	Identify how to improve own and others work and be tactful	
	Field as a team to return the ball to the bowler/base effectively	
Striking & Fielding - Year 4		Sports Taught:
	Head	With increasing consistency, choose where to direct a hit from a bowled ball
		Use and apply the basic rules of the game
	Hand	Apply speed and decision making to run safely between scoring markers e.g. stumps, posts
		Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop
		Track and intercept the ball along the ground sometimes collecting with one hand
		Show more consistency in throwing and catching over a variety of distances
		Bowling a recognised action with some consistency
	Heart	Show fir play such as accepting when run out
		In their local community can they identify locations in which they could play striking and fielding games
Striking & Fielding - Year 5		Sports Taught:
	Head	Recognise where increased flexibility and power is an advantage in striking and fielding the ball
		In a game situation play using a range of simple tactics such as getting players out to restrict the attack
		Use and apply the basic rules of the game fairly and consistently
	Hand	Choose where to hit the ball to maximise likely hood of scoring runs
		Use a variety of shots in isolation and in a game situation
		Throw with accuracy and consistency over short distances
		Tracking flight of the ball to increase catching success
	Heart	Begin to employ specific bowling techniques such as overarm in cricket
		Show perseverance during the game and commitment to team
Work collaboratively with others to both score runs and in the field to restrict runs		

Striking & Fielding - Year 6		Sports Taught:
	Head	Apply with consistency standard rules of (modified) games
		Use a range of tactics for attacking and defending in the role of bowler, batter and fielder
		In rounders use correctly the rules for running round bases
	Hand	Strike a bowled ball and attempt a small range of shots
		Attempt to track and catch high balls in isolation and game play
		Increase accuracy using a range of bowling techniques e.g. overarm
		Demonstrate control and consistency in a range of fielding skills, e.g. <i>throwing, catching, tracking, intercepting</i>
		Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas
	Heart	Identify ways you can support your batting partner
		Work collaboratively in teams to compete against themselves and others

Net / Wall Games

Net / Wall - Year 3	Head	Sports Taught:
		Keep count/score of a game
		Can discuss the different type of shots that may be used in a variety of situations
	Hand	Serve to begin a game
		Play a continuous game using: throwing and catching or some simple hitting
		Can play within boundaries
		Use a small range of basic racquet skills
		Move towards a ball/shuttle to return over a line/net
	Heart	Play over a net
		Show engagement in rallying activities to improve and progress
Net / Wall - Year 4	Head	Work with a partner to play in a doubles game
		Sports Taught:
		Choose ways to send the ball to make it difficult for opponent to return
	Hand	Play the role of umpire to keep score
		Explore shots on both sides of the body and attempt with confidence
		Use a small range of racquet/hand skills
		Explore a range of recognised shots e.g. overhead, forehand etc
		Able to return ball/shuttle to different areas of oppositions court
	Heart	Use basic defensive tactics to defend the court i.e. moving to different positions on the court
		Work with a partner / small groups to return a served ball/shuttle
Net / Wall - Year 5	Head	Play competitively with others and against others in modified games
		Sports Taught:
		Cooperate and collaborate with others to play in a sportsman like way
	Hand	Recognise where they should stand on the court when playing on their own and with others
		Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point
		Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment
		Select and apply a range of skills to move around the court e.g. lunge, shuffle etc
		Apply some control when returning the ball/shuttle including foot placement, shot selection and aim
	Heart	Can apply with some success, a range of techniques to win points
		Demonstrate a variety of service shots in isolation and some game play
Heart	Play with others with some flow to the game, keeping track of their own scores	
	Suggest and lead warm ups that prepare the body appropriately for net/wall activities	

Net / Wall - Year 6		Sports Taught:
	Head	Make appropriate choices in games about the best shot to use
		Explain some of the tactics used in net/wall games
	Hand	Use forehand, backhand and overhead shots in isolation
		Use forehand, backhand and overhead shots with more confidence in games
		Start games with the appropriate serve
		Attempt more technical shots such as smash, where able use in a game
		Apply a range of defensive tactics in a game, individually and with a partner
		Begin to use full scoring systems
	Heart	Develop doubles play further implement basic positioning tactics (team play for volleyball)
		Use speaking and listening skills to umpire and play with peers without dispute

Invasion Games

Invasion - Year 3		Sports Taught:
	Head	Recognise when you need to defend
		Employ tactics to put opponents under pressure
		Being aware and able to undertake the demands different positions to support both attack defence
	Hand	Send and receive a ball with some consistency to keep possession
		Sometimes move into space to receive the ball
		Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football
		Can recall and show at least two key teaching points of a learned skill
		Play using basic rules of recognised game e.g. hockey or football
	Heart	Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball
Show support, encouragement and good sportsmanship		
Work as part of a team to attack towards a goal		
Invasion - Year 4		Sports Taught:
	Head	Working with team mates to make it difficult for the opposition
		Use tactics to perform defensively both as a team and as an individual
		Play using recognised marking techniques of specific game e.g. hockey, tag rugby
	Hand	Send and receive the ball with accuracy, controlling to score points/goals
		Keep possession of the ball as an individual using skills such as dribbling and running with the ball
		Show speed and endurance in a game situation
		Move in to space to help others and the ball over longer distances
		Work as part of a team to attack and score in defined area
	Heart	In netball play within positional restrictions
Recognise how playing as a team can improve your communication skills		
Use and apply the basic rules of the game		
Invasion - Year 5		Sports Taught:
	Head	Play in formations and execute 'set plays' in game situations
		Explain the need for different tactics and attempt these in a game situation
		Know and apply the rules consistently in a game situations
	Hand	Able to combine basic skills such as dribbling and passing
		Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball
		Move balls over longer distances accurately, demonstrating power
		Play in different positions with some success
		Where appropriate mark goal side
		Use specific learned skills to maintain possession during a game
Heart	Use specific skills in a game to win a ball such as boxing out and rebounding	
	Use appropriate language to explain their attacking and defensive play	
	Covering a variety of specific skills or concepts, discuss how they can improve	

Invasion - Year 6		Sports Taught:
	Head	Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking
		Suggest, plan and lead a warm up or drill and use STEP technique to modify
		Make quicker decisions in games (on and off the ball)
	Hand	Use and apply boundary rules such as corners, self pass and sideline in relevant game
		Build upon set plays such as in tag rugby, some suggest improvements to play
		Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games
		Play in a variety of positions (attacking and defensive)
		Consistently catch/stop and control a ball
		Able to track and control a rebound from shot (penalty or open play)
	Heart	Support someone else to take the lead in a warm up
Work collaboratively in a team to play and keep possession of the ball		

Gymnastics

Gymnastics - Year 3	Head	Modify actions independently using different pathways, directions and shapes
		Identify similarities and differences in sequences
	Hand	Perform sequences with contrasting actions
		Perform a range of increasingly challenging actions
		Show strength and flexibility to shapes and actions being performed
		Remember and repeat sequences
		Begin to show fluency in sequences and movement patterns
		Adapt basic sequences to include some apparatus
	Heart	Develop body management over a range of floor exercises
		Comment on others gymnastics sequences describing what they did well
Gymnastics - Year 4	Head	Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle
		Decide on ways to improve a piece of work using compositional elements and implement changes
	Hand	Apply a broader range of more challenging skills executed with precision
		Perform actions such as balance, body shapes and flight with control
		Develop an increased range of body actions and shapes to use in longer, more complex sequences
		Identify 'core muscles' and use them to improve quality of shapes and actions
		Challenge self to more complex versions of a skill/ action
		Show smooth transitions and flow in sequences
	Heart	Adapt actions and sequences to work with partners and small groups
		At key points, compare their performances to previous ones
Gymnastics - Year 5	Head	Selects a component for improvement and use guidance from others to do so
		Explain the significance of a warm up and how it relates to gymnastics activity
	Hand	Create longer and more complex sequences and adapt their performances
		Follow, copy and repeat others actions
		Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions
		Develop strength and flexibility to hold more complex balances and shapes such as bridge with control
		Attempt to perform more complex skills in isolation such as round-off
		Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls
	Heart	Work responsibly in trust exercises and when counterbalancing
		Perform symmetry and asymmetry individually, in pairs and as a group

Gymnastics - Year 6	Head	Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria
	Hand	Perform increasingly complex sequences
		Perform showing awareness of the judging criteria
		Compose and practise actions and relate to music
		Experience flight on and off of apparatus
		Show clarity, fluency, accuracy and consistency in their movements
	Heart	Lead group warm up demonstrating the importance of strength and flexibility
		Work independently and in small groups to make up sequences to perform to an audience

Dance

Dance - Year 3	Head	Contribute ideas to the structure of the dance
		Create basic actions as an individual and working with a partner
		Describe using appropriate language the features of dances performed by others
	Hand	Attempt to perform with a sense of dynamics
		Competently include props and other ideas in their dance
		Attempt short pieces of improvised dance responding to the structure/theme of the dance
		Share and create short dance phrases with a partner and in small groups
		Perform a range of recognised dance actions with some confidence e.g. do se do
	Heart	Perform movements with increased control
Express moods and feelings throughout the dance piece		
Dance - Year 4	Head	Can decide with others which floor patterns/pathways to follow
		Use peer assessment to identify strength and weaknesses in performance
	Hand	Respond sensitively to professional work
		Refine, repeat and remember short dance phrases
		Perform with increasing musicality with control and confidence
		Perform dances with consistency
		Show rhythm and style when performing as an individual and with others
		Use devices to change actions individually and as a group e.g. facing, levels etc
	Heart	Dance using a variety of formations confidently
		Show sensitivity to a dance idea/theme or story
Dance - Year 5	Head	Showing self-control and maturity to perform a partner/ group contact work
		Confidently participate in dances from different cultures/parts of the world
	Hand	Perform different styles of dance clearly and fluently
		Refine & improve dances adapting them to include use of space rhythm & expression
		Adapt their skills to meet the demands of a range of dance styles
		Incorporate levels and flight in to movement patterns and dances
	Heart	Create and use compositional ideas confidently such as pathways, step patterns and unison
Recognise and comment on dances suggesting ways to improve		
		Work collaboratively in groups to compose short dances

Dance - Year 6	Head	Interpret different stimuli with imagination and flair
		Identify in others and self where good performance qualities are achieved
	Hand	Warm up and cool down independently
		Work creatively and imaginatively on their own, in pairs and in a group to create simple dances
		Implement skills from other activity areas e.g. gym and games to perform tasks
		Use recognised dance actions and adapt to create motifs and movement patterns
		Communicate the artistic intention of a dance clearly, fluently, musically and with control
		Practise and refine coordination skills through activities such as live aural setting / freeze frame
	Heart	When working in groups/pairs take the lead suggesting ideas and refining actions of others
		Use facial expression to communicate emotion and a further narrative

OAA

OAA - Year 3	Head	Describe their work and the strategies they use to solve problems
		Independently identify factors needed to complete a task
		Use acquired skills to create maps and directions
	Hand	Identify and use symbols on a map to navigate
		Play competitively and fairly implementing the rules
		Participate safely, considering others
	Heart	Perform with strength, stamina and endurance in more physical tasks
		Lead others and be led
		Can work with others to solve problems
OAA - Year 4	Head	Plan and refine strategies to solve problems
		Identify what they have done well and suggest ways to improve
		Work out answers from clues, working independently from teacher
	Hand	Use maps, symbols and compass confidently to navigate
		Confidently undertake tasks with time limits and other restrictions
		Remember and recall map symbols and other relevant key information
	Heart	Work well as part of a team or group within well defined role
		Listen and be directed by others
OAA - Year 5	Head	Recall and remember symbols, items and objects during task as an individual and team
		Play a role in problem solving
		Communicate using code
	Hand	Work at a high intensity for sustained period of time whilst completing a task
		Evidence results and keep score
		Compete against others and perform under pressure
	Heart	Explore and refine ways of communicating to best complete a set task
		Put trust in others and demonstrate trustworthy behaviour
OAA - Year 6	Head	Use knowledge of games in PE to suggest adaptations and variations to games/activities
		Follow instructions accurately
	Hand	Use written description to identify objects
		Refine and adapt ideas in group task
	Heart	Use information given by others to complete a task and work collaboratively
		Work collaboratively to perform a more complex task
		Takes responsibility for a role in a task