

Key Skills Acquisition – PE

Taken from the Power of PE scheme of work – PE

Progression of skills

By end of Key Stage 1 NC PE – Pupils should be taught to	Year 1	Year 2
<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> • Throw and catch displaying a degree of competency, in isolation and in varied environments • Demonstrate changes of direction, level & speed • Show an awareness of how the body functions/changes during exercise • Repeat and Perform sequences of movements • Displays development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination) • Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team • Show competence in one stroke when swimming • With guidance participate displaying respect, fair play and working well with others 	<ul style="list-style-type: none"> • Throw and catch displaying competency, in isolation and in varied environments • Demonstrate changes of direction, speed & level during performances or in competitive environments • Show an awareness of how the body changes/functions during exercise • Perform and repeat sequences of movements • Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination) • Use FUNdamentals of movement to employ simple tactics in varied environments • Swim 25m unaided, proficient in a stroke • With guidance participate displaying respect, fair play and working well with others

'I can' statements for	
Year 1	Year 2
<p>I can copy, repeat and explore simple skills and actions with basic control and coordination.</p> <p>I have started to link these skills and actions in ways that suit the activities.</p> <p>I can describe and comment on my own and others' actions.</p> <p>I can talk about how to exercise safely. I can talk about how my body feels during an activity.</p>	<p>I can explore simple skills.</p> <p>I can copy, remember, repeat and explore simple actions with control and coordination.</p> <p>I can vary skills, actions and ideas and link these in ways that suit the activities.</p> <p>I am beginning to show some understanding of simple tactics and basic compositional ideas.</p> <p>I can talk about differences between my own and others' performance and suggest improvements.</p> <p>I understand how to exercise safely. I can describe how my body feels during different activities.</p>
<p>By end of Key Stage 1</p> <p>I can run, jump, throw and catch, balance</p> <p>I have increasing agility and co-ordination, and begin to apply these in a range of activities</p> <p>I can participate in team games, developing simple tactics for attacking and defending</p> <p>I can perform dances using simple movement patterns.</p>	

Taken from the Power of PE scheme of work – PE

Progression of skills

By end of Key Stage 2 NC PE– Pupils should be taught to	Y3	Y4	Y5	Y6
<p>Use running, jumping, throwing and catching in isolation and in combination</p>	<ul style="list-style-type: none"> • Throw and catch displaying with accuracy, in isolation and varied environments • Demonstrate changes of direction, speed & level in competitive 	<ul style="list-style-type: none"> • Utilise changes of direction, speed & level during performances/competition to succeed 	<ul style="list-style-type: none"> • Uses knowledge of the relationship between the body and exercise to improve various fitness components 	<ul style="list-style-type: none"> • Uses knowledge of the relationship between the body and exercise to improve all fitness components • Compose and perform creative and imaginative dance sequences with

<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>environments or during performances</p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of how the body changes/functions during exercise • Moves in a fluent and expressive manner • Plan, perform and repeat sequences of movements in a group • Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination) • Use FUNdamentals of movement to employ simple tactics in competitive environments • Swim 25m unaided • Displays an understanding of fair play, respect and working well with others 	<ul style="list-style-type: none"> • Select and utilise appropriate tactics and techniques to cause problems for opponents • Demonstrates a developed understanding of how the body changes/functions during exercise • Create movements that convey a clear stimulus, refining these movements into sequences • Displays an understanding of fair play, working well with others and leading a small group • Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements • Swim 25 50m unaided, demonstrates proficiency in a range of strokes • Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control) • Change running styles according to distance, with the intention of 	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely • Create complex and well executed sequences containing a variety of gymnastic components • Display an understanding of fair play, working well with others and leading a medium sized group • Field, defend and attack tactically by anticipating the direction of play • Utilise new skills in competitive situations, as an individual or part of a team • Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run • Swim 50m fluently with controlled strokes (breast stroke, front and back.) 	<p>a clear stimulus, performing expressively and precisely</p> <ul style="list-style-type: none"> • Create complex, demanding and well executed sequences containing a variety of gymnastic components • Display an understanding of fair play, working well with others and leading a large group • Field, defend and attack tactically by anticipating and reacting to the direction of play. • Utilise new skills in competitive situations, as an individual or part of a team • Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles) • Swim 100m fluently with controlled strokes (breast stroke, front
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I can statements taken from Edison Key Skills Acquisition booklet

<u>Year 3/4</u>	<u>Year 5/6</u>
<p>I can select and use skills, actions and ideas appropriately, applying them with coordination and control.</p> <p>I can show that I understand tactics and composition by starting to vary how I respond.</p> <p>I can see how my work is similar to and different from others' work, and use this understanding to improve my own performance.</p> <p>I can give reasons why warming up before an activity is important. I can give reasons why physical activity is good for my health.</p>	<p>I can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>My performance shows precision, control and fluency, and I understand tactics and composition.</p> <p>I compare and comment on skills, techniques and ideas used in my own and others' work, and use this understanding to improve my performance.</p> <p>I can explain and apply basic safety principles in preparing for exercise.</p> <p>I can describe what effects exercise has on my body, and how it is valuable to my fitness and health.</p> <p>I can select and combine my skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</p> <p>When performing, I can draw on what I know about strategy, tactics and composition.</p> <p>I can analyse and comment on skills and techniques and how these are applied in my own and others' work.</p> <p>I can modify and refine skills and techniques to improve my performance.</p> <p>I can explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity.</p> <p>I can explain why regular, safe exercise is good for my fitness and health.</p>

By end of Key Stage 2

I can use running, jumping, throwing and catching in isolation and in combination

I can 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

I have increasing flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

I can perform dances using a range of movement patterns

I can take part in outdoor and adventurous activity challenges both individually and within a team

I can compare my performances with previous ones and demonstrate improvement to achieve my personal best.

Swimming and water safety – Learners have the opportunity to go swimming in Year 3

I can swim competently, confidently and proficiently over a distance of at least 25 metres

I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

I can perform safe self-rescue in different water-based situations.