



PE

Skills Progression

Bengeworth CE Academy Curriculum Map for Physical Education

	Autumn 1 Social	Autumn 2 Personal	Spring 1 Health & Fitness	Spring 2 Creative	Summer 1 Cognitive	Summer 2 Physical
Reception	Gymnastics (Real PE)	Dance (Real PE)	Multi-skills	Inclusive games	Athletics	Swimming
Year 1	Real PE Core	Real PE Core	Gymnastics (Real PE)	Real PE Core	Swimming or Real PE Core	Real PE Core
	Multi-skills	Multi-skills	Dance (Real PE)	Inclusive games	Striking & Fielding Rounders	Athletics
Year 2	Real PE Core	Swimming or Real PE Core	Real PE Core	Gymnastics (Real PE)	Real PE Core	Real PE Core
	Multi-skills	Multi-skills	Inclusive Games	Dance (Real PE)	Striking & Fielding Rounders	Athletics
Year 3	Real PE Core	Dance (Real PE)	Real PE Core	Real PE Core	Swimming or Real PE Core	Real PE Core
	Invasion Games Hockey	Gymnastics (Real PE)	Orienteering	Invasion Games Football	Striking & Fielding Cricket	Athletics
Year 4	Real PE Core	Swimming or Real PE Core	Dance (Real PE)	Real PE Core	Swimming or Real PE Core	Real PE Core
	Invasion Games Football	Orienteering	Gymnastics (Real PE)	Invasion Games Netball	Striking & Fielding Cricket	Athletics
Year 5	Gymnastics (Real PE)	Dance (Real PE)	Real PE Core	Real PE Core	Real PE Core	Real PE Core
	Swimming	Swimming	Orienteering	Invasion Games Rugby	Striking & Fielding Cricket/ Rounders	Athletics

Games						
Multi-Skills & Striking and Fielding			Invasion Games & Striking and Fielding			
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drop and catch with two hands.</p> <p>Move a ball with feet.</p> <p>Throw and roll a variety of beanbags and larger balls to space.</p> <p>Kick larger balls to space.</p> <p>Stop a beanbag or large ball sent to them using hands.</p> <p>Attempt to stop a large ball sent to them using feet.</p> <p>Hit a ball with hands.</p> <p>Run and stop when instructed.</p> <p>Move around showing limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p>	<p>Drop and catch a ball after one bounce on the move.</p> <p>Move a ball using different parts of the foot.</p> <p>Throw and roll towards a target with some varying techniques.</p> <p>Kick towards a stationary target.</p> <p>Catch a beanbag and a medium-sized ball.</p> <p>Attempt to track balls and other equipment sent to them.</p> <p>Strike a stationary ball using a racket.</p> <p>Run, stop and change direction with some balance and control.</p> <p>Recognise space in relation to others</p> <p>Begin to use simple tactics with guidance.</p> <p>To use ball skills in game based activities</p>	<p>Dribble a ball with two hands on the move.</p> <p>Dibble a ball with some success, stopping it when required.</p> <p>Throw and roll towards a target using varying techniques with some success.</p> <p>Show balance when kicking towards a target.</p> <p>Catch an object passed to them, with and without a bounce.</p> <p>Move to track a ball and stop it using feet with limited success.</p> <p>Strike a ball using a racket or bat.</p> <p>Run, stop and change direction with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p> <p>To use ball skills in game based activities</p>	<p>Dribble the ball with one hand with some control in game situations. (Hockey)</p> <p>Dribble a ball with feet with some control in game situations. (Football)</p> <p>Use a variety of throwing techniques in game situations. (Cricket)</p> <p>Kick towards a partner in game situations. (Football)</p> <p>Catch a ball passed to them using one and two hands with some success. (Cricket)</p> <p>Receive a ball sent to them using different parts of the foot. (Football)</p> <p>Strike a ball with varying techniques. (Hockey/ Cricket)</p> <p>Change direction with increasing speed in game situations. (Hockey)</p> <p>Use space with some success in game situations. (Hockey/Football)</p>	<p>Link dribbling the ball with other actions with increasing control. (Football)</p> <p>Change direction when dribbling with feet with some control in game situations. (Football)</p> <p>Use a variety of throwing techniques with increasing success in game situations. (Netball/ Cricket)</p> <p>Kick with increasing success in game situations. (Football)</p> <p>Catch a ball passed to them using one and two hands with increasing success. (Netball/ Cricket)</p> <p>Receive a ball using different parts of the foot under pressure. (Football)</p> <p>Strike a ball using varying techniques with increasing accuracy. (Football/ Cricket)</p> <p>Change direction to lose an opponent with some success. (Football/ Netball)</p>	<p>Use dribbling to change the direction of play with some control under pressure. (Rugby)</p> <p>Use a variety of throwing techniques with some control under increasing pressure. (Rugby/ Cricket/ Rounders)</p> <p>Use a variety of kicking techniques with some control under increasing pressure. (Rugby)</p> <p>Catch and intercept a ball using one and two hands with some success in game situations. (Rugby/ Cricket/ Rounders)</p> <p>Receive a ball under pressure with increasing control. (Rugby)</p> <p>Strike a ball using a wider range of skills. Apply these with some success under pressure. (Cricket/ Rounders)</p> <p>Use a variety of techniques to change direction to lose an opponent. (Rugby)</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p> <p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent.</p> <p>Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use</p>

			<p>Use simple tactics individually and within a team. (Hockey/ Cricket)</p> <p>To perform a range of catching and gathering skills with control. (Cricket)</p> <p>To master the basic catching technique. (Cricket)</p> <p>To catch with increasing control and accuracy. (Cricket)</p> <p>To master the basic throwing technique. (Cricket)</p> <p>To throw and hit a ball in different ways (e.g. high, low, fast or slow). (Cricket)</p> <p>To apply skills and tactics in small-sided games. (Cricket)</p> <p>To identify and follow the rules of games.</p>	<p>Create and use space with some success in game situations. (Football/ Netball)</p> <p>Use simple tactics to help their team score or gain possession. (Football/ Netball/ Cricket)</p> <p>To develop and investigate different ways of throwing, and to know when each is appropriate.</p> <p>To use ABC (agility, balance, coordination) to field a ball well.</p> <p>To use ABC (agility, balance, coordination) to move into good positions for catching and apply it in a game situation.</p> <p>To use hand-eye coordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p> <p>To play in a competitive situation, and to demonstrate sporting behaviour.</p>	<p>Create and use space for self and others with some success. (Rugby)</p> <p>Understand the need for tactics and can identify when to use them in different situations. (Rugby/ Cricket/ Rounders)</p> <p>To develop skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>To run between the wickets or bases.</p> <p>To run, throw and catch.</p> <p>To develop a safe and effective overarm throw.</p> <p>To learn batting control.</p> <p>Begin to learn the role of backstop.</p> <p>To use all the skills learned by playing in a mini tournament.</p>	<p>space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p> <p>To throw and catch under pressure.</p> <p>To use fielding skills to stop the ball effectively.</p> <p>To learn batting control.</p> <p>To learn the role of backstop.</p> <p>To play in a tournament and work as a team, using tactics in order to beat another team.</p> <p>To play in a tournament and work as a team, using tactics in order to beat another team.</p>
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Orienteering						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Follow simple instructions.</p> <p>Share their ideas with others.</p> <p>Explore activities making own decisions in response to a task.</p> <p>Make decisions about where to move in space.</p> <p>Follow a path.</p> <p>Begin to identify personal success.</p>	<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others' success.</p>	<p>Follow instructions accurately.</p> <p>Work cooperatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies, selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>
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Inclusive Games (Boccia & New Age Kurling)		
Reception	Year 1	Year 2
<p>Listen to instructions carefully</p> <p>Begin to aim balls and equipment with some accuracy.</p> <p>Handle equipment and tools effectively and sensibly.</p> <p>Throw and roll a ball or stone to space.</p> <p>Throw ball over an object to land within hoop</p> <p>Propel balls through 2 cones progressively narrowing.</p>	<p>To aim a variety of balls and equipment accurately.</p> <p>To vary types of throws.</p> <p>Make simple decisions in response to a situation.</p> <p>Roll ball so that it stops within hoop and throw ball to land and stop within hoop</p> <p>Propel ball through channel of cones progressively narrowing in width.</p>	<p>To aim a variety of balls and equipment with increased accuracy</p> <p>To make use of coordination, accuracy and weight transfer.</p> <p>To use hand-eye coordination to control a ball or stone.</p> <p>To use skills learned in a game.</p> <p>Propel ball to knock a jack ball out of hoop or without knocking jack ball out of hoop.</p>

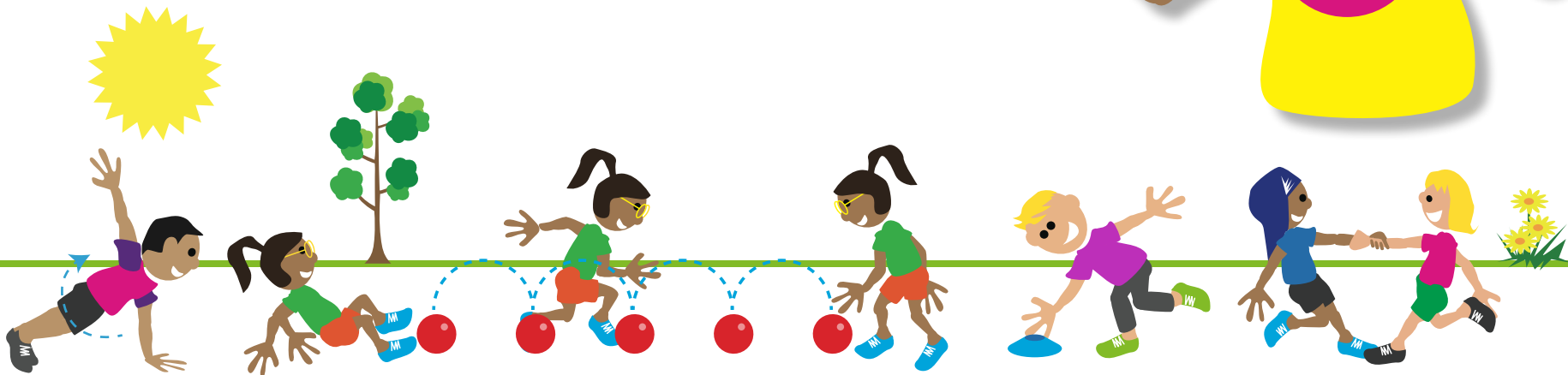
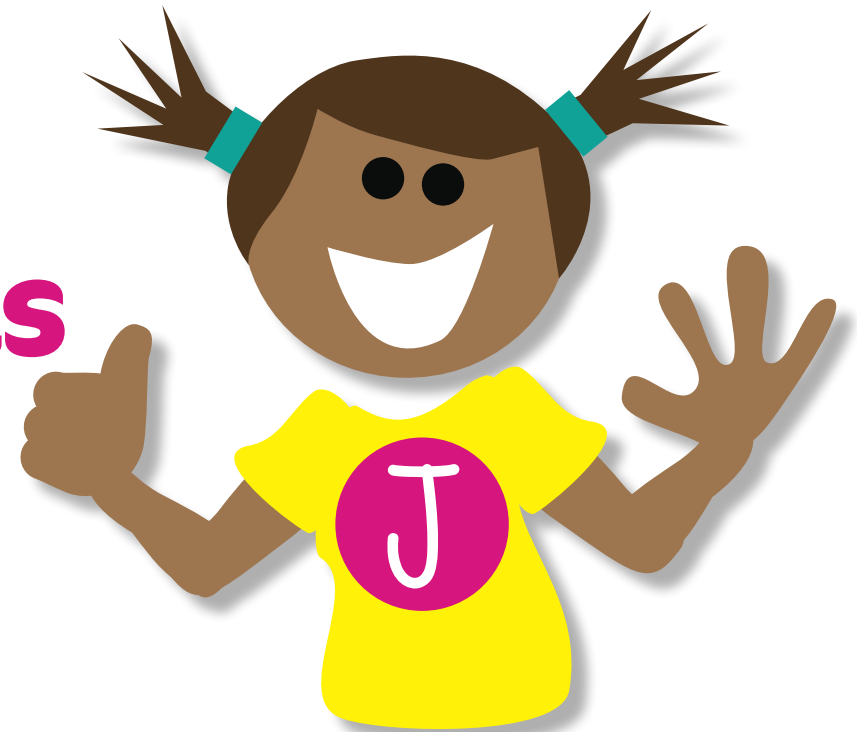
Athletics						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively.</p>	<p>To use varying speeds when running.</p> <p>To explore footwork patterns.</p> <p>To explore arm mobility.</p> <p>To explore different methods of throwing.</p> <p>To practise short distance running.</p>	<p>To run with agility and confidence.</p> <p>To learn the best jumping techniques for distance.</p> <p>To throw different objects in a variety of ways.</p> <p>To hurdle an obstacle and maintain an effective running style.</p> <p>To run for distance. To complete an obstacle course with control and agility.</p>	<p>To run in different directions and at different speeds, using a good technique.</p> <p>To improve throwing technique.</p> <p>To reinforce jumping techniques.</p> <p>To understand the relay and passing the baton.</p> <p>To choose and understand appropriate running techniques.</p> <p>To compete in a mini competition, recording scores.</p>	<p>To select and maintain a running pace for different distances.</p> <p>To practise throwing with power and accuracy.</p> <p>To throw safely and with understanding.</p> <p>To demonstrate good running technique in a competitive situation.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>To utilise all the skills learned in this unit in a competitive situation.</p>	<p>To use correct technique to run at speed.</p> <p>To develop the ability to run for distance.</p> <p>To throw with accuracy and power.</p> <p>To identify and apply techniques of relay running.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> <p>To demonstrate good techniques in a competitive situation.</p>	<p>To investigate running styles and changes of speed.</p> <p>To practise throwing with power and accuracy.</p> <p>To throw safely and with understanding.</p> <p>To demonstrate good running technique in a competitive situation.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>To utilise all the skills learned in this unit in a competitive situation.</p>

Swimming - Bengeworth Barracuda Awards						
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7

FUNS

(Fundamental Movement Skills)

Progression of Skills



FUNS Framework – Skills 1 to 4

Static Balance: 1 Leg

On both legs:

1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.
2. Perform above challenge with eyes closed.
3. Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand.

Static Balance: Seated

On both legs:

1. Reach and pick up cones on the floor whilst on a bench, without losing balance.
2. Turn 360° in either direction, first on the floor then on a bench.
3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds.
4. Reach and pick up cones on the floor whilst on an uneven surface.

Static Balance: Floorwork

On both legs:

1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back.
2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed.

Static Balance: Stance

On both legs:

1. Throw and catch small ball, catching across body with either hand.
2. Throw and catch 2 balls alternately, catching across body with either hand.
3. Volley large ball back to a partner with either foot.

On both legs:

1. Complete 5 ankle extensions with eyes closed.
2. Complete 10 squats into ankle extensions with eyes closed.
3. Complete above 2 challenges on uneven surface with eyes open.
4. Complete first 2 challenges on uneven surface with eyes closed.

On both legs:

1. Reach and pick up cones from in front, to the side and from behind.
2. Reach and pick up cones from in front, to the side and from behind with eyes closed.
3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force.
4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force.

On both legs:

1. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back.
2. Rotate fluently from front support to back support, and then continue rotating with fluency.

On both legs:

1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body.
2. Strike small ball back to a partner with a racket.
3. Strike a small ball back to a partner from across body with a racket.

Expected - End of Upper Key Stage 2

On both legs:

1. Stand still on uneven surface for 30 seconds.
2. Stand still on uneven surface for 30 seconds with eyes closed.
3. Complete 10 squats into ankle extensions.
4. Complete 5 squats with eyes closed.

On both legs:

1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions).
2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions).
3. Hold a V-shape with straight arms and legs for 10 seconds.

On both legs:

1. Transfer tennis ball on and off back in a front support.
2. Transfer cone on and off tummy in back support.
3. Transfer tennis ball on and off tummy in back support.

On both legs:

1. Raise alternate knees to opposite elbow 5 times.
2. Catch large ball thrown at knee height and above head.
3. Catch large ball thrown away from body.
4. Catch small ball thrown close to and away from body.

Expected - End of Lower Key Stage 2

On both legs:

1. Stand still for 30 seconds with eyes closed.
2. Complete 5 squats.
3. Complete 5 ankle extensions.

On both legs:

1. Pick up a cone from one side and place it on the other side with same hand.
2. Return it to the opposite side using the other hand.
3. Sit in a dish shape and hold it for 5 seconds.

On both legs:

1. Hold full front support position.
2. Lift 1 arm and point to the ceiling with either hand in front support.
3. Transfer cone on and off back in front support.

On both legs:

1. Receive a small force from various angles.
2. Raise alternate feet 5 times.
3. Raise alternate knees 5 times.
4. Catch ball at chest height and throw it back.

Expected - End of Key Stage 1

On both legs:

1. Stand still for 30 seconds.
2. Complete 5 mini-squats.

On both legs:

1. Pick up a cone from one side, swap hands and place it on the other side.
2. Return the cone to the opposite side.

On both legs:

1. Place cone on back and take it off with other hand in mini-front support.
2. Hold mini-back support position.
3. Place cone on tummy and take it off with other hand in mini-back support.

On both legs:

1. Stand on low beam with good stance for 10 seconds.

On both legs:

1. Stand still for 10 seconds.

On both legs:

1. Balance with both hands/feet down.
2. Balance with 1 hand/2 feet down.
3. Balance with 2 hands/1 foot down.
4. Balance with 1 hand/1 foot down.
5. Balance with 1 hand or 1 foot down.
6. Balance with no hands or feet down.

On both legs:

1. Hold mini-front support position.
2. Reach round and point to ceiling with either hand in mini-front support.

On both legs:

1. Stand on line with good stance for 10 seconds.

FUNS Framework – Skills 5 to 8

Dynamic Balance: On a Line

On both legs:

1. Lunge walk backwards.
2. Lunge walk backwards with opposite elbow at 90°.
3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90°.
4. Perform above challenges with eyes closed.

Dynamic Balance: Jumping & Landing

On both legs:

1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides).
2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides).
3. Jump 2 feet to 2 feet with 360° turn (in both directions).

Counter Balance: In Pairs

On both legs:

1. Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position.
2. Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position.

Coordination: Sending & Receiving

On both legs:

1. Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously.
2. Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously.

On both legs:

1. Sidestep in both directions.
2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots.
3. Move sideways, stepping across body (lateral step-over).
4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat).
5. Complete blue challenges then above challenges with eyes closed.

On both legs:

1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions).
2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions).
3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides).

On both legs:

1. Complete all blue challenges with eyes closed.
2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together.
3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms.

On both legs:

1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes.
2. With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds.

Expected - End of Upper Key Stage 2

On both legs:

1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing.
2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing).
3. Lunge walk forwards, bringing opposite elbow up to a 90° angle.
4. Complete all red challenges with eyes closed.

On both legs:

1. Jump 2 feet to 2 feet forwards, backwards and side-to-side.
2. Hop forward and backwards, freezing on landing.
3. Jump 1 foot to other forwards and backwards, freezing on landing.
4. Hop sideways, raising knee and freezing on landing.
5. Jump 1 foot to other sideways, raising knee and freeze on landing.

On both legs:

1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together.
2. Stand on 1 leg while holding on to partner's opposite foot.

On both legs:

1. Alternately throw and catch 2 tennis balls against a wall.
2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).
3. Throw 2 tennis balls against a wall in a circuit, in both directions.

Expected - End of Lower Key Stage 2

On both legs:

1. March, lifting knees and elbows up to a 90° angle.
2. Walk fluidly with heel to toe landing.
3. Walk fluidly, lifting knees and using heel to toe landing. Walk fluidly, lifting heels to bottom and using heel to toe landing.

On both legs:

1. Jump from 2 feet to 2 feet with 180° turn in either direction.
2. Complete a tucked jump.
3. Complete a tucked jump with 180° turn in either direction.

On both legs:

1. Hold on and, with a short base, lean back, hold balance and then move back together.
2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.
3. Perform above challenges with eyes closed.

On both legs:

1. Strike a ball with alternate hands in a rally.
2. Kick a ball with the same foot.
3. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning.

Expected - End of Key Stage 1

On both legs:

1. Walk fluidly, lifting knees to 90°.
2. Walk fluidly, lifting heels to bottom.

On both legs:

1. Jump from 2 feet to 2 feet with quarter turn in both directions.
2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).

On both legs:

1. Hold on and, with a long base, lean back, hold balance and then move back together.
2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.

On both legs:

1. Throw tennis ball, catch rebound with same hand after 1 bounce.
2. Throw tennis ball, catch rebound with same hand without a bounce.
3. Throw tennis ball, catch rebound with other hand after 1 bounce.
4. Throw tennis ball, catch rebound with other hand without a bounce.
5. Strike large, soft ball along ground with hand 5 times in a rally.

On both legs:

1. Walk forwards with fluidity and minimum wobble.
2. Walk backwards with fluidity and minimum wobble.

On both legs:

1. Jump from 2 feet to 2 feet forwards, backwards and side-to-side.

On both legs:

1. Sit holding hands with toes touching, lean in together then apart.
2. Sit holding 1 hand with toes touching, lean in together then apart.
3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.

On both legs:

1. Roll large ball and collect the rebound.
2. Roll small ball and collect the rebound.
3. Throw large ball and catch the rebound with 2 hands.

FUNS Framework – Skills 9 to 12

Coordination: Ball Skills

On both legs:

1. Complete 12 long circle (forwards and then backwards).
2. Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions).

Coordination: Footwork

On both legs:

1. Move backwards in 3-step zigzag pattern with foot behind.
2. Move backwards in 3-step zigzag pattern with cross-over knee lift and foot behind.

Agility: Ball Chasing

On both legs:

1. Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce.
2. Perform above challenge but catch ball on instep of foot and lower it to the ground.

Agility: Reaction & Response

On both legs:

1. React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg.
2. Perform above challenge but react to sound of bounce rather than call.
3. Perform above challenges, but also step across body and bring hand across body to catch ball with one hand.

On both legs:

1. Stand with legs apart and complete 20 front to back catches with a bounce in between.
2. Perform above 30 times without ball bouncing in between.
3. Complete above tasks with head up throughout.
4. Complete 11 overhead throw and catches.

On both legs:

1. Move in 3-step zigzag pattern while alternating knee raise and foot behind.
2. Move backwards in 3-step zigzag pattern with cross-over (serve).
3. Move backwards in 3-step zigzag pattern with knee raise across body.

On both legs:

1. Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce.
2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce.

On both legs:

1. React to call from partner when they drop a ball, turn and catch it after 1 bounce.
2. Perform above challenge but react to sound of the bounce rather than call.

Expected - End of Upper Key Stage 2

On both legs:

1. Stand with legs apart and move ball in figure of 8 around both legs 12 times.
2. Move ball around waist into figure of 8 around both legs 10 times.
3. Move ball around waist and then around alternate legs 12 times.
4. Stand with legs apart and perform 24 cross-crosses, with and then without a bounce.

On both legs:

1. Combine 3-step zigzag patterns with cross-over (serve) when changing lead leg.
2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction.
3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.

On both legs:

1. Roll and chase large ball, stopping it with long sideways onto ball (long barrier position) facing opposite direction.
2. Perform above challenge with tennis ball.
3. Roll and chase large ball, stopping it with head in front support position facing opposite direction.

On both legs:

1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.

Expected - End of Lower Key Stage 2

On both legs:

1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).
2. Move a ball round waist 17 times.
3. Stand with legs apart and move a ball around alternate legs 16 times.

On both legs:

1. Hopscotch forwards and backwards, alternating hopping leg each time.
2. Move in a 3-step zigzag pattern forwards.
3. Move in a 3-step zigzag pattern backwards.

On both legs:

1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
2. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.
3. Complete above challenges with tennis ball.

On both legs:

1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.

Expected - End of Key Stage 1

On both legs:

1. Sit and roll a ball up and down legs and round upper body using 1 hand.
2. Stand and roll a ball up and down legs and round upper body using 1 hand.

On both legs:

1. Combine side-steps with 180° front pivots off either foot.
2. Combine side-steps with 180° reverse pivots off either foot.
3. Skip with knee and opposite elbow at 90° angle.
4. Hopscotch forwards and backwards, hopping on the same leg (right and left).

On both legs:

1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.
2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.

On both legs:

1. React and catch tennis ball dropped from shoulder height after 1 bounce.

On both legs:

1. Sit and roll a ball along the floor around body using 2 hands.
2. Sit and roll a ball along the floor around body using 1 hand (right and left).
3. Sit and roll a ball down legs and around upper body using 2 hands.
4. Stand and roll a ball up and down legs and round upper body using 2 hands.

On both legs:

1. Side-step in both directions.
2. Gallop, leading with either foot.
3. Hop on either foot.
4. Skip.

On both legs:

1. Roll a ball, chase and collect it in balanced position facing opposite direction.
2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.

On both legs:

1. React and catch large ball dropped from shoulder height after 2 bounces.
2. React and catch large ball dropped from shoulder height after 1 bounce.



Progression of Skills



Shape



Flight



Balance



Travel



Rotation



Exceeding

- **Perform (Consolidated) Trickiest** Rotation skills (1/2/3) combined with **one** of the following:
 - Hand Apparatus (4)
 - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)

- Perform (Consolidated) **Trickier** Rotation skills (Rotation 1/2/3) combined with **two or more** of the following:
 - Hand Apparatus (4)
 - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)

Expected end of upper KS2

- Perform (Consolidated) **Trickiest** Rotation skills on the floor (1/2/3).
- Perform (Consolidated) **Trickier** Rotation skills combined with **one** of the following:
 - Hand Apparatus (4)
 - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)

Expected end of lower KS2

- Perform (Consolidated) **Trickier** Rotation skills on the **floor** (1/2/3).
- Perform (Consolidated) **Tricky** Rotation skills (1/2/3) combined with **one** of the following:
 - Hand Apparatus (4)
 - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)

Expected end of KS1

- Perform (Consolidated) **Tricky** Rotation skills on the **floor** (1/2/3).
- Explore **Tricky** Rotation skills (1/2/3) combined with **one** of the following:
 - Hand Apparatus (4)
 - Low Apparatus (5)
 - Partner/s (6)
 - Large Apparatus (7)

Rotation

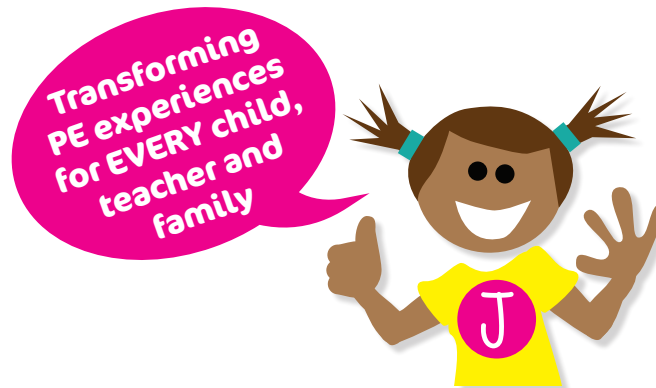
Static Balance: **One Leg**
Static Balance: **Seated**
Static Balance: **Floor Work**
Dynamic Balance: **On a Line**





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Progression of Skills



Shapes



Circles



Partnering



Artistry



Year 6 Exceeding
Consolidate Trickiest 2 Skills

Shapes

I can:

- Create multiple standing and floor shapes
- balanced on the ball of each foot higher than 45°.
- with torso forward.
- with arms short.
- with 2 points of contact supported on hands, arms and/or shoulders.
- with limbs outstretched.
- Travel between shapes, including jumps with backward rotation (barrel roll jump).

Circles

I can:

- Create complex movement led by circles of all sizes and in different planes, performed simultaneously by different body parts leading into
- stepping, body action and turning.
- jumping with 360° rotation.
- jumping with 1 foot take-off and landing.
- jumping with change of leg position in the air.

Partnering (Shapes)

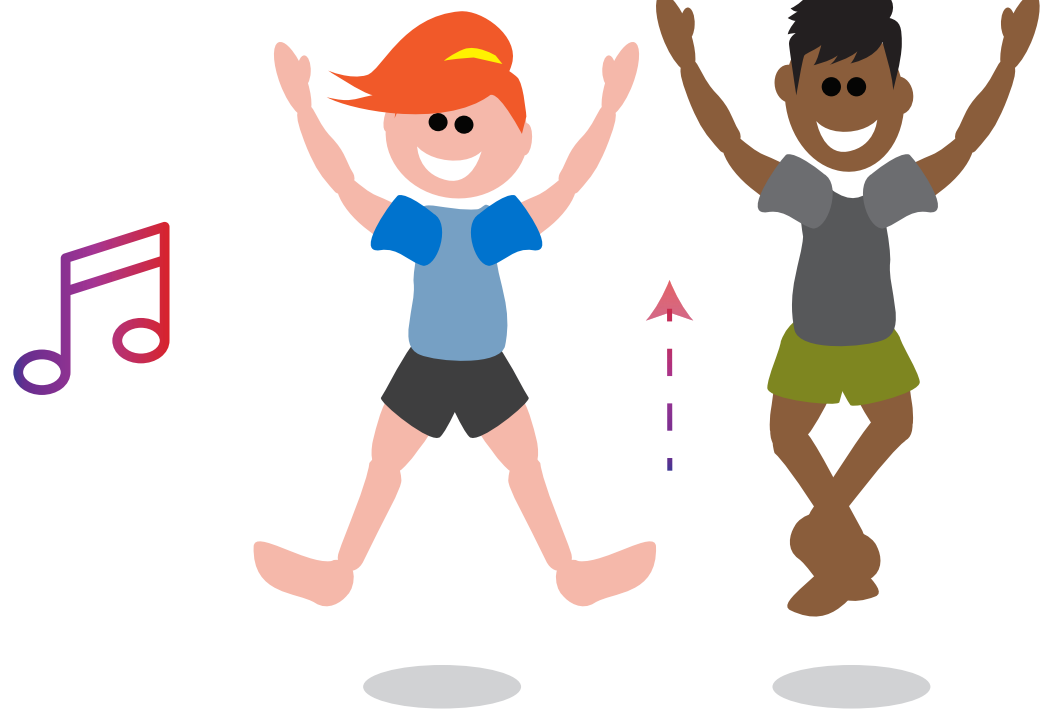
I can:

- Create standing and floor shapes
- with contact.
- balanced on the ball of 1 foot, arms short.
- with 2 points of contact using hands, arms and/or shoulders for support.
- Travel together with my partner
- using spirals, rotation on the floor and in the air.
- in different directions and at different speeds.

Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
- where silk moves lead me into jumping, floor work and into floor shapes.
- in response to the melody, the beats and the character of the music.
- Perform continuously from start to finish and in reverse.



Expected end of upper KS2

Years 5 and 6
Consolidate Trickiest 1 skills

Shapes

I can:

- Create multiple standing and floor shapes
- balanced on 1 foot with other foot higher than 45°.
- with 2 points of contact using combination of hands, arms and shoulders for support.
- Travel between shapes including rotation
- on the floor (spirals and turns) and in the air.
- in different directions.
- at different speeds.

Circles

I can:

- Create complex movement led by a combination of circles made with different body parts and in different planes leading into
- stepping, body movements and turns.
- jumps with 1 foot take-off and landing, other leg extended.
- jumps with 180° rotation and change of direction in the air (landing facing backwards).

Partnering (Shapes)

I can:

- Create standing and floor shapes in close contact
- both balancing on 1 foot.
- cross-bodied with 2 points of contact with the floor.
- Travel with my partner
- incorporating spirals, rotation on the floor, jumping and cross-bodied finishing positions.

Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
- where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes.
- fluently without stopping.

Artistry (Musicality)

I can:

- Create a combination of shapes, circle and silk moves
- both matching and in contrast to the melody or the main song line.
- responding to musical phrases.

Artistry (Making)

I can:

- Create a sequence of a minimum of 6 various moves
- with movements made both with arms and legs.
- in unison followed by moves in contrast and performed independently of my partner.



Expected end of lower KS2

Year 4
Consolidate Trickier 2 skills

Shapes

I can:

- Create multiple standing and floor shapes
- balanced on 1 foot.
- with arms at different planes.
- with torso rotated and bent.
- with 2 points of contact with the floor.
- facing up and sideways.
- Travel between shapes including rotation
- on the floor and in the air.
- in different directions.

Circles

I can:

- Create sequences of movement led by combined arm, shoulder, leg and foot circles and/or semi-circles leading into
- turning.
- jumping with good height, speed and various body shapes in the air.

Partnering (Shapes)

I can:

- Create standing and floor shapes
- at different levels.
- without contact.
- with 1 hand contact.
- Jump with backward rotation when moving between shapes.

Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
- where silk moves lead me into stepping, jumping, floor moves and floor shapes.

Artistry (Musicality)*

I can:

- Create combination of shapes, circle and silk moves
- matching the energy of the music.
- in time to the beat and the rhythm.
- matching 1 instrument playing off the main beat.

Artistry (Making)

I can:

- Create a sequence of a minimum of 5 moves
- with limbs in different planes and directions.
- Perform both in my and my partner's place.



Year 3
Trickier 1 skills

Shapes

I can:

- Create multiple standing and floor shapes
- with torso rotated.
- with 3 points of contact with the floor.
- facing up and sideways.
- Travel between shapes including stepping into jumping.
- Rotate in jumps.

Circles

I can:

- Create exact and repeatable movement led by both single arm and leg circles and semi-circles leading into
- body dropping and turning.
- turning with body tilted.
- jumps with 180° and 360° forward and backward rotations (starfish and barrel roll jumps).

Partnering (Shapes)

I can:

- Create standing and floor shapes
- opposite and entwined with my partner.
- as close as possible without touching.
- facing up, down and sideways.
- jumping with rotation when moving between shapes.
- in canon.

Artistry (Abstraction)

I can:

- Create multiple ways of moving linked to the silk
- pausing my movement to create shapes.
- using those shapes as my starting and finishing positions.
- including jumps with rotation.

Partnering (Circles)

I can:

- Create movement led by horizontal and vertical single arm circles and semi-circles
- followed with steps.
- followed with body action.
- in unison.
- in canon.
- mirroring my partner.

Artistry (Musicality)*

I can:

- Create shapes, circle and silk movements
- at different speeds to follow the music.
- making them specific to stress what the music is doing.

Partnering (Lifts)*

I can:

- Create partner balances with one standing and the other on the floor.
- Create and support jumps palm to palm/palm to lower back with a 180° turn in the air and 1 foot take-off and landing.

Artistry (Making)

I can:

- Create a sequence of a minimum of 5 moves
- similar and then in contrast to my partner's.
- with various starting and finishing positions.



Expected End of KS1

Year 2
Consolidate Tricky 2 skills

Shapes

I can:

- Create multiple standing and floor shapes
- with torso beginning to rotate.
- with 3 points of contact with the floor.
- facing down and up.
- Travel between shapes including jumping with rotation.

Circles

I can:

- Create movements led by large vertical single arm circles and semi-circles leading into
- stepping.
- body movements.
- turning.
- jumps with 180° and 360° rotations.

Partnering (Shapes)

I can:

- Create standing and floor shapes
- opposite and entwined with my partner.
- in close contact but without touching.
- Incorporate jumping when travelling between shapes
- in canon.

Artistry (Abstraction)

I can:

- Create 2 ways of moving linked to the silk
- using 3 or 4 limbs and pausing throughout my movement.
- fluently and without stopping.

Artistry (Musicality)*

I can:

- Create shapes, circles and silk movements to
- express the music.
- change my moves so they match different music.

Artistry (Making)

I can:

- Create a sequence of 5 static and dynamic moves
- in contrast to my partner's.
- using different partner shapes.
- at different levels.
- with different timings.



Year 1
Consolidate Tricky 1 skills

EYFS
Explore Tricky 1 skills

Shapes

I can:

- Create multiple standing and floor shapes
- balanced on both feet.
- with limbs in different planes.
- with 3 points of contact.
- facing down.
- Travel between shapes including jumping.

Circles

I can:

- Create movements led by large horizontal single arm circles and semi-circles leading into
- stepping.
- turning.
- Jump from a static position, arms up and down.

Partnering (Shapes)

I can:

- Create standing and floor shapes in contrast to my partner's
- with our body parts crossing over.
- Travel between shapes in unison.

Artistry (Abstraction)*

I can:

- Create 2 ways of moving linked to the silk
- using both hands at the same time.
- connected to standing shapes.

Artistry (Musicality)*

I can:

- Create shapes and movements to express how the music makes me feel
- following 1 instrument.
- following a story with movement.

Artistry (Making)

I can:

- Create a sequence of 4 moves with some being different to my partner's.



*These skills are introduced in later year groups. The platform allows teachers to differentiate and revisit skills from an easier stage of learning and development, which can therefore demonstrate children's progress. This could be differentiated for the whole group or identified groups within a class. Progression of these skills comes from sound development of the individual skills first.

Fundamental Movement Skills Links:

Shapes

- Static Balance: **One Leg**
- Static Balance: **Seated**
- Static Balance: **Floor Work**
- Static Balance: **Stance**

Circles

- Dynamic Balance: **Jumping and Landing**
- Coordination: **Footwork**

Partnering

- Counterbalance with a Partner
- Dynamic Balance: **Jumping and Landing**
- Coordination: **Footwork**

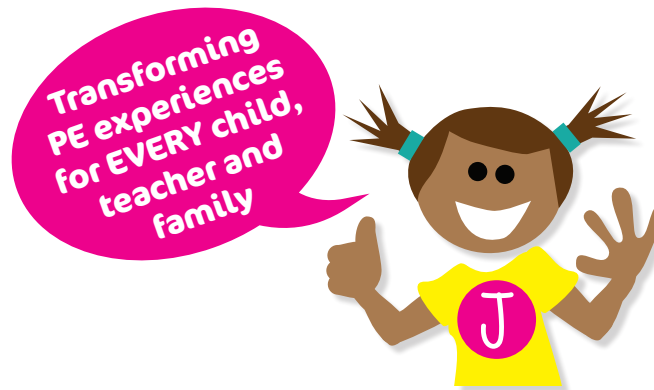
Artistry

- Static Balance: **One Leg**
- Dynamic Balance: **Jumping and Landing**
- Coordination: **Footwork**



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