

P.E. Progression of Skills (Games Lessons) – Shirley Heath Junior School

The document below has been designed to show how we will cover all of the relevant P.E. knowledge and skills across our school in our games lessons. Our skills are supported by using *The PE Hub* scheme of work that concurrently matches the National Curriculum. **External agencies**, facilitated by our annual membership to the *South Solihull School Sports Partnership (SSP)*, have also been included as we believe it is pivotal that continuity and skills are reinforced in all physical activity at Shirley Heath Junior School. There are approximately between six to nine key skills per unit. Year groups which do not teach a particular skill chosen element of P.E. (via *The PE Hub* or *SSP* external agencies (Eg, Y5 Gym)) develop this branch of the curriculum through *Real PE* – see *Real PE* Progression Maps.

Curriculum Coverage	Year 3	Year 4	Year 5	Year 6
Gymnastics	<ul style="list-style-type: none"> • Modify actions independently using different pathways, directions and shapes • Identify similarities and differences in sequences • Perform sequences with contrasting actions • Show strength and flexibility to shapes and actions being performed • Remember and repeat sequences • Adapt basic sequences to include some apparatus • Develop body management over a range of floor exercises • Comment on others' gymnastics sequences describing what they did well • Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle 	<ul style="list-style-type: none"> • Decide on ways to improve a piece of work using compositional elements and implement changes • 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 • Show smooth transitions and flow in sequences • Adapt actions and sequences to work with partners and small groups • At key points, compare their performances to previous ones 	/	<ul style="list-style-type: none"> • Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria • Perform increasingly complex sequences • Compose and practise actions and relate to music • Experience flight on and off of apparatus • Show clarity, fluency, accuracy and consistency in their movements • 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	<ul style="list-style-type: none"> • Contribute ideas to the structure of the dance • Describe using appropriate language the features of dances performed by others • 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 movements with increased control • Express moods and feelings throughout the dance piece • Can decide with others which floor patterns/pathways to follow 	<ul style="list-style-type: none"> • 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 • Dance using a variety of formations confidently • Show sensitivity to a dance idea/theme or story • Showing self-control and maturity to perform a partner/group contact work 	<ul style="list-style-type: none"> • Confidently participate in dances from different cultures/parts of the world • 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 into movement patterns and dances • 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 	<ul style="list-style-type: none"> • Interpret different stimuli with imagination and flair Identify in others and self where good performance qualities are achieved • Warm up and cool down independently Work creatively and imaginatively on their own, in pairs and in a group to create simple dances • 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 • 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
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<p style="text-align: center;">Striking & Fielding</p>	<ul style="list-style-type: none"> • Adhere to some basic rules of recognised games • Apply simple tactics to choose where to hit the ball • Strike a ball with some consistency • Develop skills to use in isolation and in competitive play • Show ready position to catch a ball Strike a stationary ball (off tee) with some consistency • Identify how to improve own and others work and be tactful 	<ul style="list-style-type: none"> • With increasing consistency, choose where to direct a hit from a bowled ball • Use and apply the basic rules of the game • 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. • Track and intercept the ball along the ground sometimes collecting with 1 hand • Bowling a recognised action with some consistency • In their local community can they identify locations in which they could play striking and fielding games (Solihull Municipal Cricket Club – Cricket Festival) 	<ul style="list-style-type: none"> • 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 • 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 • Begin to employ specific bowling techniques such as overarm in cricket • Work collaboratively with others to both score runs and, in the field, to restrict runs 	<ul style="list-style-type: none"> • 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 around bases • Strike a bowled ball and attempt a small range of shots • Attempt to track and catch high balls in isolation and game play • Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting • Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas • Work collaboratively in teams to compete against themselves and others
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<p style="text-align: center;">Net / Wall Games</p>	<ul style="list-style-type: none"> • Keep count/score of a game • Can discuss the different type of shots that may be used in a variety of situations • 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 to return over a line/net • Play over a net • Work with a partner to play in a doubles game 		<ul style="list-style-type: none"> • Cooperate and collaborate with others to play in a sportsman like way • 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 • Apply some control when returning the ball/shuttle including foot placement, shot selection and aim • Can apply with some success, a range of techniques to win points • Demonstrate a variety of service shots in isolation and some game play • Play with others with some flow to the game, keeping track of their own scores • Suggest and lead warmups that prepare the body appropriately for net/wall activities 	<ul style="list-style-type: none"> • Make appropriate choices in games about the best shot to use • Apply tactics in games effectively • 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 • Begin to use full scoring systems • Develop doubles play further implement basic positioning tactics • Use speaking and listening skills to umpire and play with peers without dispute

<h2 style="margin: 0;">Invasion Games</h2>	<ul style="list-style-type: none"> • Recognise when you need to defend • Employ tactics to put pressure opponents • Being aware and able to undertake the demands different positions to support both attack defence • 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 • Play using basic rules of recognised game e.g. hockey or football • Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball • Work as part of a team to attack towards a goal 	<ul style="list-style-type: none"> • 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 • 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 into space to help others and the ball over longer distances • Work as part of a team to attack and score in defined area. • Use and apply the basic rules of the game 	<ul style="list-style-type: none"> • 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 situation • 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 appropriate language to explain their attacking and defensive play • Use specific learned skills to maintain possession during a game 	<ul style="list-style-type: none"> • Choose and implement a range of strategies to attack & defend such as restricting attackers' space or goal side marking • Suggest, plan and lead a warmup or drill and use STEP technique to modify • Make quicker decisions in games (on and off the ball) • Use and apply boundary rules such as corners, self-pass and sideline in relevant game • Build upon set plays such 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) • Work collaboratively in a team to play and keep possession of the ball
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<p style="text-align: center;">Athletics</p>	<p>Intra-Event: Sports Day</p>	<p>Intra-Event: Sports Day</p>	<ul style="list-style-type: none"> • 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 • Perform a range of jumps in different activities • 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 	<ul style="list-style-type: none"> • 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 • Choose appropriate run up distance as an individual for athletic jumps • 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

<p>OAA</p>	<ul style="list-style-type: none"> • Use non-verbal communication effectively. • Develop further simple map reading skills. • Respond to and resolve problems as a team. • Participate in trust activities. • Plan a route map. 		<ul style="list-style-type: none"> • Recall and remember symbols, items and objects during task as an individual and team • Play a role in problem solving Communicate using code • Work at a high intensity for sustained period whilst completing a task • Evidence results and keep score • Compete against others and perform under pressure • Explore and refine ways of communicating to best complete a set task 	
<p>Swimming</p>		<p>From the National Curriculum:</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • Perform safe self-rescue in different water-based situations. 	<p>TBC</p>	<p>Potential for top-up swimming following National Curriculum requirements – DD to analyse swimming data reported on Shirley Heath’s PESP.</p>

Coverage across the Academic Year – Year Group breakdown:

Year Group	Gym	Dance	Striking and Fielding	Net / Wall Games	Invasion Games	Athletics	OAA (Y3/Y5)	Swimming (Y4)
3	Spring 1	Spring 2	Tri-Golf (Summer 2)	Tennis (Autumn 1)	Tag Rugby (Autumn 2)		Orienteering (Summer 1)	
4	Spring 1	Autumn 2	Cricket (Spring 2)		Hockey (Autumn 1)			Summer 1&2
5		Spring 1	Cricket (Spring 2)	Tennis (Summer 2)	Football (Autumn 1)	Summer 1	Orienteering (Autumn 2)	tbc
6	Spring 2	Spring 1	Rounders (Summer 1)	Tennis (Autumn 2)	Tag Rugby (Summer 2)	Autumn 1		Top up available; to be analysed by DD

Y4/5 Cricket: Chance to Shine

Y3/6 Tag Rugby: Edwardians Rugby Club

Y3: Tri-Golf: Golf Foundation

Y4: Swimming: Tudor Grange Leisure Centre

NB: Positioning of some year group topics is dependent on external agency availability and School Sport opportunities – e.g. *Chance to Shine* Cricket.