

**PE progression of skills – Busbridge Junior School**

		<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Gymnastics</b>	<b>Movement</b>	<ul style="list-style-type: none"> <li>• Make their body tensed, curled and relaxed in different ways with strength and increasing flexibility.</li> <li>• Roll, travel and jump in different ways with control and precision</li> <li>• Climb on and off equipment independently and safely</li> </ul>	<ul style="list-style-type: none"> <li>• Work with control, strength and fluidity and improving flexibility.</li> <li>• Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction.</li> <li>• Mount, dismount and perform movements on equipment safely with increasing control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Movements are accurate, clear and consistently controlled with improved balance, strength and flexibility.</li> <li>• Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction including a range of shapes.</li> <li>• Mount, dismount and perform more complex movements on equipment safely with control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Movements are accurate, clear and consistently controlled at varying speeds with improved balance, strength and flexibility.</li> <li>• Rolling, travelling, balancing and jumping in specific movements with control and precision. Changing speed and direction and moving seamlessly between action, balance and shapes.</li> </ul>
	<b>Choreography</b>	<ul style="list-style-type: none"> <li>• Create a sequence of movements that follow a set of rules.</li> <li>• Create some linking and transition movements to a specific theme.</li> <li>• Create linking movements to express feelings or ideas that are suggested by the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine movements and shapes to create new patterns.</li> <li>• Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Create more complex and extended sequences.</li> <li>• Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using different speeds in the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Link sequences and perform to specific timings.</li> <li>• Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between different speeds in the music.</li> </ul>

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	<b>Teamwork and reviewing</b>	<ul style="list-style-type: none"> <li>• Work with a partner to create, repeat and improve a sequence.</li> <li>• Compare and contrast gymnastic sequences, commenting on similarities and differences.</li> <li>• Communicate appropriately and effectively in accordance with expectations for their age.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt sequences to suit different abilities within a partnership.</li> <li>• Make suggestions on how to improve their own performance and performances of others.</li> <li>• Communicate appropriately and effectively in accordance with expectations for their age.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner to create, repeat and improve a sequence with at least three phases.</li> <li>• Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology.</li> <li>• Communicate appropriately and effectively in accordance with expectations for their age.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine own work with that of more than one person or team.</li> <li>• Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology.</li> <li>• Communicate appropriately and effectively in accordance with expectations for their age.</li> </ul>
	<b>Participation and encouragement</b>	<ul style="list-style-type: none"> <li>• Actively participate in gymnastics and enjoy performing a range of movements, balances and new body shapes to create ever advancing routines and sequences.</li> <li>• Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children’s age, maturity and personality.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in gymnastics and enjoy performing a range of movements, balances and new body shapes to create ever advancing routines and sequences.</li> <li>• Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children’s age, maturity and personality.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in gymnastics and enjoy performing a range of movements, balances and new body shapes to create ever advancing routines and sequences.</li> <li>• Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children’s age, maturity and personality.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in gymnastics and enjoy performing a range of movements, balances and new body shapes to create ever advancing routines and sequences.</li> <li>• Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children’s age, maturity and personality.</li> </ul>

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<b>Dance</b>	<b>Movement</b>	<ul style="list-style-type: none"> <li>• Demonstrate control over large and small movements and show good co-ordination.</li> <li>• Recognise rhythm and beat within the music and be able to move in time to the music led by the teacher, working towards independence.</li> <li>• Start to count out the phrases of 8 counts within the music on the regular beat correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate precision of movement and co-ordination.</li> <li>• Move in time to the music demonstrating an awareness of rhythm and phrasing.</li> <li>• Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Work towards showing varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.</li> <li>• Move in time to the music demonstrating confidence with rhythm and phrasing.</li> <li>• Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance.</li> <li>• Move in time to the music demonstrating confidence with more complex rhythm and phrasing.</li> <li>• Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently.</li> </ul>
	<b>Choreography</b>	<ul style="list-style-type: none"> <li>• Create movements to express feelings or ideas that are suggested by the music.</li> <li>• Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.</li> <li>• Combine skills such as travelling and turning, with some complexity and confidence.</li> <li>• Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music.</li> <li>• Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.</li> <li>• Combine skills (e.g. jumping and travelling) with more complexity, confidence and precision.</li> <li>• Link several movements together to form a sequence. Remember the movement</li> </ul>	<ul style="list-style-type: none"> <li>• Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat.</li> <li>• Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement.</li> <li>• Combine skills to develop flexibility, strength, technique, control and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beat, slow beat and quick beat.</li> <li>• Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures.</li> <li>• Combine skills to consistently demonstrate flexibility,</li> </ul>

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		<ul style="list-style-type: none"> <li>• Create movements to communicate a character, story, mood, feeling or idea.</li> </ul>	<ul style="list-style-type: none"> <li>order and perform the sequence.</li> <li>• Create and develop movements to communicate a character, story, mood, feeling or idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Create more than one sequence of movements and perform the sequences in a specific order.</li> <li>• Create and develop movements to communicate a character, story, mood, feeling or idea in a specific style.</li> </ul>	<ul style="list-style-type: none"> <li>strength, technique, control and balance.</li> <li>• Create more than one sequence of movements and perform the sequences in a variety of different orders.</li> <li>• Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance.</li> </ul>
	<b>Teamwork and reviewing</b>	<ul style="list-style-type: none"> <li>• Work with a partner to create dance sequences including start and end positions and changing formations.</li> <li>• Work co-operatively with a group to create a dance sequence including start and end positions and changing formations.</li> <li>• Make some suggestions on how to improve my performance and performances of others.</li> <li>• Explain why it is important to warm up and cool-down.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with a partner to create dance sequences with good synchronicity.</li> <li>• Work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times.</li> <li>• Make suggestions on how to improve my performance and performances of others using correct dance terminology.</li> <li>• Identify some muscle groups used in Dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.</li> <li>• Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations.</li> <li>• Suggest how to improve my performance and performances of others using correct dance terminology.</li> <li>• Explain why keeping fit is good for health and explain what effect exercise has on the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance.</li> <li>• Work co-operatively with a group to achieve good synchronicity throughout the whole performance.</li> <li>• Suggestions on how to improve their performance and performances of others using correct dance terminology.</li> <li>• Explain some important safety principles when preparing for Dance.</li> </ul>

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	<b>Participation and encouragement</b>	<ul style="list-style-type: none"> <li>Actively participate in dance and enjoy expressing themselves through movement.</li> <li>Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children’s age, maturity and personality.</li> </ul>			
<b>Games (invasion games, net and wall, striking and fielding)</b>	<b>Moving</b>	<ul style="list-style-type: none"> <li>Dribble the ball along the ground in and out of objects e.g. cones, kicking the ball towards a target and in different directions.</li> <li>Begin to be able to keep possession of the ball.</li> <li>Develop skipping, walking, running, and jumping skills.</li> <li>Practice hitting with bats and racquets using a variety of equipment e.g. bean bags, shuttles, balls.</li> </ul>	<ul style="list-style-type: none"> <li>Strike a ball with control.</li> <li>Travel in a single direction with the ball, keeping it under control.</li> <li>Develop the ability to be able to stop suddenly when travelling with a ball.</li> <li>Strike a ball towards a large or small target.</li> </ul>	<ul style="list-style-type: none"> <li>Perform skills (passing, travelling, dribbling, catching, throwing, striking) with increasing accuracy, confidence and control.</li> <li>Travel with a ball at increasing speed, whilst keeping it under control.</li> <li>Developing hitting the ball on the open side of the body-forehand and the closed side of the body-the backhand.</li> </ul>	<ul style="list-style-type: none"> <li>Travel with a ball at increasing speed whilst changing direction, whilst keeping it under control.</li> <li>Link dribbling, passing and shooting skills.</li> <li>Develop rallying skills using forehand and backhand with control and accuracy.</li> </ul>
	<b>Passing</b>	<ul style="list-style-type: none"> <li>Practise a variety of different types of pass, e.g. overarm and underarm.</li> <li>Throw and catch with a variety of different sized balls with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>Throw and catch a ball using a variety of passes with accuracy.</li> <li>Catch with one hand.</li> <li>Improve accuracy of passes and understand where to stand when receiving e.g. closer together for underarm, further apart for overarm throw.</li> </ul>	<ul style="list-style-type: none"> <li>Pass a ball in a variety of directions, depending on where other players in the team are located.</li> <li>Throw and catch with one hand.</li> <li>Throw with control when under increased pressure.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Choose when to pass or dribble, so that their team keeps possession and make progress towards the goal.</li> <li>Catch successfully and consistently when under pressure.</li> <li>Vary strength, length, height and direction of throw with accuracy.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Develop racquet and ball skills-hitting the balls against a wall or at a partner.</li> <li>• Keep possession when needed.</li> </ul>		
<b>Tactical play</b>	<ul style="list-style-type: none"> <li>• Aware of space around them and use it to support their team.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that when a team has the ball they are attacking and when they do not have the ball they are defending.</li> <li>• Know the difference between attacking skills and defending skills.</li> <li>• Begin to use attacking and defending skills in a game situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond consistently in the games I play, choosing and using skills which meet the needs of the situation.</li> <li>• Use attacking and defending skills within games.</li> <li>• Choose positions in their team and know how to help when attacking.</li> <li>• Know how to pass to make it difficult for an opponent to receive the ball e.g. bounce pass underarm to get past a player.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain which skills are appropriate to different situations in a game (e.g. which passes are most appropriate when attacking/defending) and can apply them effectively.</li> <li>• Know how to make it difficult for an opponent to get the ball using speed, height and direction of ball.</li> <li>• Know the difference between attacking skills and defending skills and can use them to aid their team's performance.</li> <li>• Choose and use different formations to suit the needs of the game.</li> </ul>	
<b>Teamwork and participation</b>	<ul style="list-style-type: none"> <li>• Play games that involve working as a team, keeping possession and scoring in targets.</li> <li>• Begin to follow the rules of a game.</li> <li>• Create and sustain mini-games.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in team games that need an awareness of space and the use of space to support teammates and outwit the opposition.</li> <li>• Appreciate that rules need to be consistent and fair</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in team games that require combining skills and varying tactics.</li> <li>• Understand the rules of games and begin to be able to referee games between others.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in more complex team games and lead others in a game situation.</li> <li>• Able to offer and receive constructive criticism to improve the performance of themselves and others.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Say what they like and dislike about their performance and performances of others.</li> <li>• Explain why it is important to warm up and cool down.</li> </ul>	<p>using this knowledge to create rules and teach them to others.</p> <ul style="list-style-type: none"> <li>• Know which parts of a game are going well and which parts need working on.</li> <li>• Begin to be able to give feedback on their own and other's performances that will improve their play.</li> <li>• Identify some muscle groups used in different types of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of the game that are going well and parts that need improving and know what they need to do to get better at and what to practice.</li> <li>• Increasingly able to use constructive criticism to improve their performance and suggest ways to help improve the play of others.</li> <li>• Understand what effect exercise has on the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to identify ways to practise skills that they or others need to improve.</li> <li>• Explain why keeping fit is good for health and explain what effect exercise has on the body.</li> </ul>
	<b>Participation and encouragement</b>	<ul style="list-style-type: none"> <li>• Communicate appropriately and effectively in accordance with expectations for their age.</li> <li>• Activity specific knowledge and terminology will vary greatly depending on children's prior experiences, such as what they have learned outside of school.</li> <li>• Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.</li> </ul>			
<b>Athletics</b>	<b>Running</b>	<ul style="list-style-type: none"> <li>• Run at fast, medium and slow speeds, changing speed and direction.</li> <li>• Identify and demonstrate how different techniques can affect their performance.</li> <li>• Focus on their arm and leg action to improve their sprinting technique.</li> <li>• Begin to combine running with jumping over hurdles.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate stamina by running over increasing distances.</li> <li>• Link running and jumping activities with some fluency, control and consistency.</li> <li>• Confidently demonstrate an improved technique for sprinting.</li> <li>• Carry out an effective sprint finish.</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint over a short distance.</li> <li>• Combine running and jumping.</li> <li>• Accelerate from a variety of starting positions and select their preferred position.</li> <li>• Identify their reaction times when performing a sprint start.</li> <li>• Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</li> </ul>	<ul style="list-style-type: none"> <li>• Use athletics skills in different situations.</li> <li>• Recap, practise and refine an effective sprinting technique, including reaction time.</li> <li>• Build up speed quickly for a sprint finish.</li> <li>• Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Focus on trail leg and lead leg action when running over hurdles.</li> <li>• Understand the importance of adjusting running pace to suit the distance being run.</li> <li>• Take part in a relay activity, remembering when to run and what to do, staying in a lane/area and able to pass on the baton.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a relay, focusing on the baton changeover technique.</li> <li>• Speed up and slow down smoothly.</li> </ul>	<ul style="list-style-type: none"> <li>• Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</li> <li>• Identify and demonstrate stamina, explaining its importance for runners.</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerate to pass other competitors.</li> <li>• Work as a team to competitively perform a relay.</li> <li>• Confidently and independently select the most appropriate pace for different distances and different parts of the run.</li> <li>• Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</li> </ul>
	<b>Jumping</b>	<ul style="list-style-type: none"> <li>• Use one and two feet to take off and to land with.</li> <li>• Develop an effective take-off for the standing long jump.</li> <li>• Develop an effective flight phase for the standing long jump.</li> <li>• Land safely and with control.</li> <li>• Make up and repeat a short sequence of linked jumps.</li> </ul>	<ul style="list-style-type: none"> <li>• Link jumping activities with some fluency, control and consistency.</li> <li>• Learn how to combine a hop, step and jump to perform the standing triple jump.</li> <li>• Land safely and with control.</li> <li>• Begin to measure the distance jumped.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve techniques for jumping for distance.</li> <li>• Perform an effective standing long jump.</li> <li>• Perform the standing triple jump with increased confidence.</li> <li>• Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</li> <li>• Land safely and with control.</li> <li>• Measure the distance and height jumped with accuracy.</li> <li>• Investigate different jumping techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking off and land with power and control when jumping.</li> <li>• Develop the technique for the standing vertical jump.</li> <li>• Maintain control at each of the different stages of the triple jump.</li> <li>• Land safely and with control.</li> <li>• Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</li> <li>• Perform and apply different types of jumps in other contexts.</li> <li>• Set up and lead jumping activities including measuring</li> </ul>



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					the jumps with confidence and accuracy.
<b>Throwing</b>	<ul style="list-style-type: none"> <li>• Throw with greater control and accuracy.</li> <li>• Show increasing control in their overarm throw.</li> <li>• Perform a push throw.</li> <li>• Continue to develop techniques to throw for increased distance.</li> <li>• Throw a variety of throwing implements including bean bags, balls, discus, javelin.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw a variety of objects, changing action for accuracy and distance.</li> <li>• Perform a pull throw.</li> <li>• Measure the distance of their throws.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw in different ways to hit a target.</li> <li>• Perform a fling throw.</li> <li>• Throw a variety of implements using a range of throwing techniques.</li> <li>• Measure and record the distance of their throws.</li> <li>• Continue to develop techniques to throw for increased distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a heave throw.</li> <li>• Measure and record the distance of their throws.</li> <li>• Continue to develop techniques to throw for increased distance and support others in improving their personal best.</li> <li>• Develop and refine techniques to throw for accuracy.</li> </ul>	
<b>Teamwork, participation and evaluation</b>	<ul style="list-style-type: none"> <li>• Talk about the differences between their work and the work of others.</li> <li>• Watch, describe and evaluate the effectiveness of a performance.</li> <li>• Describe how their performance has improved over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>• Modify their use of skills or techniques to achieve a better result.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use criteria to evaluate own and others' performance.</li> <li>• Explain why they have used particular skills or techniques, and the effect they have had on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>	

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<b>OAA</b>	<b>Thinking skills</b>	<ul style="list-style-type: none"> <li>• Follow a map in a familiar context.</li> <li>• Move from one location to another following a map.</li> <li>• Use clues to follow a route.</li> <li>• Follow a route accurately, safely and within a time limit.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a map in a more demanding familiar context.</li> <li>• Move from one location to another following a map.</li> <li>• Use clues to follow a route.</li> <li>• Follow a route accurately, safely and within a time limit.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a map in an unknown location.</li> <li>• Change my route if there is a problem.</li> <li>• Use clues and compass directions to navigate a route.</li> <li>• Change my plan if I get new information.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a map in an unknown location and plan a route.</li> <li>• Plan a route for someone else.</li> <li>• Plan a series of clues for someone else.</li> <li>• Plan with others taking account of safety and danger.</li> </ul>
	<b>Teamwork, participation and encouragement</b>	<ul style="list-style-type: none"> <li>• Work well with others to solve problems and challenges.</li> <li>• Communicate effectively with others to share ideas on how to complete tasks and challenges. This must involve voicing own ideas and listening to others.</li> <li>• Demonstrate a level of confidence and self-esteem to share ideas and discuss with others. This will vary according to children’s age, maturity and personality and should be addressed accordingly.</li> <li>• Enjoy participating in Outdoor Adventurous Activities which challenge children’s thinking skills, resilience and determination.</li> <li>• Help to encourage and inspire other children to participate, feel included and involved. This will vary according to children’s age, maturity and personality. More confident children at any age should be encouraged to help others to take part.</li> <li>• Help others to enjoy and contribute to challenges is a key factor to success.</li> </ul>			
<b>Swimming</b>	<b>Safety</b>	<ul style="list-style-type: none"> <li>• Perform safe self-rescue in different water based situations.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li> </ul>			