

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



Early Years Foundation Stage			
	30 - 50 months	40 - 60 months	Early Learning Goal
Physical Development	<p>Moving and handling</p> <ul style="list-style-type: none"> To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. To mount stairs, steps or climbing equipment using alternate feet. To walk downstairs, two feet to each step, while carrying a small object. To run skillfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. To stand momentarily on one foot when shown. To catch a large ball. To draw lines and circles using gross motor movements. <p>Health and self-care</p> <ul style="list-style-type: none"> To observe the effects of activity on their bodies. To understand that equipment and tools have to be used safely. 	<p>Moving and handling</p> <ul style="list-style-type: none"> To experiment with different ways of moving. To jump off an object and land appropriately. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To travel with confidence and skill around, under, over and through balancing and climbing equipment. To show increased control over an object in pushing, patting, throwing, catching or kicking it. <p>Health and self-care</p> <ul style="list-style-type: none"> To show understanding of the need for safety when tackling new challenges and consider and manage some risks. To show understanding of how to transport and store equipment safely. To practice some appropriate safety measures without direct supervision. 	<p>Moving and handling</p> <ul style="list-style-type: none"> To show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <p>Health and self-care</p> <ul style="list-style-type: none"> To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



Expressive Arts and Design	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> To enjoy joining in with dancing and ring games. To begin to move rhythmically. To imitate movement in response to movement. To tap out simple repeated rhythms. <p>Being imaginative</p> <ul style="list-style-type: none"> To develop preferences for forms of expression. To use movements to express feelings. To create movement in response to music. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. 		<p>Being imaginative</p> <ul style="list-style-type: none"> To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 		<p>Being imaginative</p> <ul style="list-style-type: none"> To represent their own ideas, thoughts and feelings through design and technology, art music, dance, role play and stories. 	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<ul style="list-style-type: none"> Travel in different 	<ul style="list-style-type: none"> Learn to perform 	<ul style="list-style-type: none"> Be able to jump with a 	<ul style="list-style-type: none"> Use and refine the following 	<ul style="list-style-type: none"> Perform new gymnastic 	<ul style="list-style-type: none"> To use and refine the

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



	<p>directions at different speeds and levels.</p> <ul style="list-style-type: none"> • Link three moves together while travelling, aiming to change level, speed and direction. • Link isolated moves and shapes when travelling. • Explore rolling movements as a way of travelling. • Explore travelling to move along, over, around onto and off a bench. • Travel with a focus on changing direction and level, using small 	<p>balances and movements, and combine them into a routine.</p> <ul style="list-style-type: none"> • Link balances with other travelling moves, moving smoothly into and out of the balances. • Safely use benches and mats to develop sequences. • Work with a partner to create a sequence of gymnastic actions. • Use benches and mats to explore balances on different levels. • Mirror and match a partner. • Share equipment. 	<p>stable, safe landing.</p> <ul style="list-style-type: none"> • Try different ways of jumping. • Explore a variety of jumps. • Be able to land safely when jumping from a bench. • Use other skills learned to vary jumps. • Link jumps into sequences. • Use the skills learned to work as a group to create complex shapes at different levels. • Co-operate in a group. • Use a different stimulus to create a sequence. • Use all skills learned in previous lessons to develop a 	<p>skills: flexibility, strength, balance, power and mental focus.</p> <ul style="list-style-type: none"> • Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence. • Use linking moves to maintain the fluency of a sequence. • Adapt a sequence. • Perform gymnastic moves using a piece of equipment. • Use own and others' body weight to balance. • Add interest to a sequence by varying movement or 	<p>moves with control and accuracy.</p> <ul style="list-style-type: none"> • Recap on linking moves and understand how they will be used in developing sequences. • Learn how to work co-operatively with a partner to produce a sequence. • Learn how to link moves together with fluency and good body tension. • Learn new counterbalance skills with a partner. • Include counterbalance skills in a short sequence. • Understand the value of posture and body tension when performing. 	<p>following skills: flexibility, strength, balance, power and mental focus.</p> <ul style="list-style-type: none"> • To co-operate with others. • Use and refine the following skills: flexibility, strength, balance, power and mental focus. • Co-operate with others. • To develop skills for movement, including rolling, bridging and dynamic movement. • To use own and others' bodyweight to balance. • Add interest to a sequence by varying the movements. • To complete a sequence of balances and
--	--	---	--	--	--	--

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



	<p>equipment.</p> <ul style="list-style-type: none"> • Use a variety of small equipment to perform a travelling sequence, using all of the skills learned so far. 		<p>sequence.</p> <ul style="list-style-type: none"> • Analyse own and others' performance. 	<p>balance.</p> <ul style="list-style-type: none"> • Make up longer sequences and perform them with fluency and clarity of movement. • Develop the skill of critique, including the ability to identify strengths and areas for improvement. 	<ul style="list-style-type: none"> • Complete a sequence of balances and moves at the same time as a partner, in unison. • Complete a sequence of balances and moves before or after a partner, in canon. • Make up longer sequences and perform them with fluency and clarity of movement. • Develop the skill of critique, including the ability to identify strengths and areas for improvement. 	<p>moves in unison with a partner.</p> <ul style="list-style-type: none"> • To complete a sequence of balances and moves in canon with a partner or group. • To make up longer sequences and perform them with fluency and clarity of movement. • To develop the skill of critique, including the ability to identify strengths and areas for improvement.
Dance	<ul style="list-style-type: none"> • Learn the Goldilocks rap with actions. • Practise travelling 	<ul style="list-style-type: none"> • Understand how different minibeasts might move. • Show contrasting 	<ul style="list-style-type: none"> • Count beats and change direction while dancing. • Keep count and tempo 	<ul style="list-style-type: none"> • Perform a line dance using a range of movement patterns. • Develop 	<ul style="list-style-type: none"> • Perform a Bollywood dance using a range of movement patterns. 	<ul style="list-style-type: none"> • To observe and understand the style of street dance. • To learn some street dance

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



	<p>movements with a change in direction.</p> <ul style="list-style-type: none"> • Develop gestures and ways of travelling. • Understand beats in the music. • Move in time to the music. • Develop gesture and ways of travelling. • Understand beats in the music. • Move in time to the music, travelling, gesturing and jumping. • Dance to beats of four or eight. • Perform dance moves that flow smoothly from one to the next. 	<p>movements with strength and clarity.</p> <ul style="list-style-type: none"> • Explore performing actions in response to stimuli. • Explore ideas by experimenting with actions, dynamics, directions and levels. • Practise medieval ballroom dancing. • Work in small groups and develop phrases of movements. • Link contrasting movements together to make a short dance sequence. • Perform a complete dance with clarity and flow, showing 	<p>while dancing.</p> <ul style="list-style-type: none"> • Develop African dance steps with clarity and rhythm, using own ideas. • Learn new African steps and develop them. • Maintain a consistent tempo throughout the dance, using counting. • Learn how to work co-operatively with others to create a new dance. • Learn how to tell a story using dance. • Create a story of harvest using African dance steps. • Devise African style dance steps and patterns. 	<p>dancing and performance skills.</p> <ul style="list-style-type: none"> • Develop an understanding of how to prepare for a dance performance. • Identify the key skills needed to provide accurate and tactful evaluative feedback to peers. 	<ul style="list-style-type: none"> • Develop dancing and performance skills. • Identify the key components of successful dancing and understand how to apply them to own sequences. • Develop and improve dancing and performance skills. • Develop an understanding of how to prepare for a dance performance. • Identify the key skills needed to provide accurate and tactful evaluative feedback to peers. 	<p>moves and devise poses.</p> <ul style="list-style-type: none"> • To learn new moves that can be developed into a dance. • To explore dance patterns and moving to the beat. • To know how to use expressive movements in dance. • To work with a partner to create a short dance phrase. • To work as a group and co-operate to adapt two routines and put them together. • To perform in front of an audience. • To dance as a group in time to music in a street dance style.
--	---	--	--	--	---	---

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



	<ul style="list-style-type: none"> • Use gesture as an image in dance. • Perform a dance in time to music and with fluency. 	changes in levels and speed.	<ul style="list-style-type: none"> • Tell a story using gestures and step patterns with fluency. • Dance to the beat and keep time. 			
Athletics	<ul style="list-style-type: none"> • Know how to travel in different ways. • Be able to change from fast to slow. • Know how to hop, and how to hop, travel and land safely on two feet. • Know how to throw safely. • Throw in a variety of ways. • Decide which throwing method is best for distance. • Run with good balance 	<ul style="list-style-type: none"> • Run with a change of speed. • Change direction when running, while maintaining balance. • Use arms when jumping. • Jump with balance and fluency. • To run in a relaxed way and with balance when jumping over an obstacle. • Know the difference between running for speed and running for 	<ul style="list-style-type: none"> • Look up when running. • Run at different speeds. • Change direction. • Know how to throw in a variety of ways. • Use legs as well as arms when throwing. • Know how to perform a standing long jump, understanding the rules. • Know how to receive the baton. • Select an appropriate pace. • Work as a 	<ul style="list-style-type: none"> • Learn how to modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances. • Learn the pull technique for throwing. • Throw and retrieve implements safely. • Describe the effect of different throwing positions. • Sprint a short distance as 	<ul style="list-style-type: none"> • Sustain running at a continuous pace. • Improve the technique for running at speed. • Demonstrate correct push technique. • Know the position to stand in when receiving a baton. • Understand how to successfully perform a standing long jump. • Throw for accuracy and speed in a game. • Compete and 	<ul style="list-style-type: none"> • To run efficiently for speed. • To demonstrate good arm and leg technique. • Learn the pull technique for throwing. • Throw and retrieve implements safely. • Describe the effect of different throwing positions. • Sprint a short distance as part of a team. • React quickly to a stimulus. • Demonstrate good running technique when jumping over

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



	<p>and co-ordination.</p> <ul style="list-style-type: none"> • Know how to jump from two feet. • Explore which is the best way to jump to cover a distance. • Use the skills learned in the previous lessons by completing an obstacle course. 	<p>distance.</p> <ul style="list-style-type: none"> • Use the skills learned in the previous lessons by completing an obstacle course. 	<p>team.</p> <ul style="list-style-type: none"> • Know which techniques to use for long-distance running and which to use for short-distance running. • Know how to start a race correctly. • Know how to compete in a sporting way, showing an understanding of rules. 	<p>part of a team.</p> <ul style="list-style-type: none"> • React quickly to a stimulus. • Demonstrate good running technique when jumping over obstacles. • Understand how to perform a standing broad jump – (two feet to two feet). • Put skills into practise, aiming to improve on previous results. 	<p>set goals.</p> <ul style="list-style-type: none"> • Apply the skills learned in this unit to a competition. 	<p>obstacles.</p> <ul style="list-style-type: none"> • Understand how to perform a standing broad jump – (two feet to two feet). • Put skills into practice, aiming to improve on previous results.
<p>Fitness & Healthy Lifestyle</p>	<ul style="list-style-type: none"> • Learn how to hop – same foot to same foot. • Learn how to jump – two feet to two feet. • Be able to do these two activities on the move. • Develop the 	<ul style="list-style-type: none"> • Consolidate skipping techniques. • Raise the heart rate in order to improve personal fitness. • Hop consistently. • Jump with control. • Skip with good 	<ul style="list-style-type: none"> • Explore different ways of skipping. • Practise techniques learned in previous years. • Observe and comment on others' performance. • Be aware of safety aspects 	<ul style="list-style-type: none"> • Learn basic step moves, practise and perfect them. • Raise the heart rate and understand the importance of doing this. • Perform step moves in time to the music with co- 	<ul style="list-style-type: none"> • Improve timing and stepping to the beat. • Count moves and perform in repetitions of eight, four, two and singles. • Perform step moves in time with the music. • Work with a partner to 	<ul style="list-style-type: none"> • Perform aerobic activity to music. • Improve stamina, demonstrating correct technique. • Devise a routine based on moves already learned. • Analyse and evaluate others' performance

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



	<p>'step hop' technique for a good skip without a rope.</p> <ul style="list-style-type: none"> • Explore the action of skipping at a low level. • Learn how to skip with a rope. • Explore different ways of skipping. • Skip with good balance and technique. • Perform a skipping circuit with knowledge and understanding. • Experience some of the changes that occur during exercise. • Raise heart rate. 	<p>technique.</p> <ul style="list-style-type: none"> • Improve awareness of where the rope is when skipping. • Improve control of the rope and running skip technique. • Demonstrate good technique while skipping. • Observe and comment on others' performances. • Experience some of the changes that occur during exercise. • Raise heart rate. • Develop agility and co-ordination. • Perform simple patterns of movement. • Learn new moves and perform them with good 	<p>concerned with skipping.</p> <ul style="list-style-type: none"> • Participate in large rope skipping. • Develop large rope skipping technique. • Skip with a partner. • Compose a sequence of skipping moves. • Perform skipping moves in a routine. • Teach a partner your routine. • Perform large rope skipping with good technique and to songs or rhymes. • Perform rope and non-rope skipping with good technique and to songs or rhymes. • Experience some of the 	<p>ordination.</p> <ul style="list-style-type: none"> • Understand the importance of a warm-up. • Practise and apply a sequence of step moves to a beat. • Understand the value of step-type exercise. • Create and perform a sequence of step moves. • Experience some of the changes that occur to the body during exercise. • Raise the heart rate. • Learn new moves and perform them with good technique and balance. • Demonstrate the correct technique for activities. 	<p>produce a sequence of moves.</p> <ul style="list-style-type: none"> • Analyse and evaluate own and others' performance. • To perform a sequence of steps in time with the music. • Create some new moves based on those taught in previous lessons. • Devise a routine using knowledge from the whole unit. • Experience some of the changes that occur to the body during exercise. • Raise the heart rate. • Learn new moves and perform them with good technique and 	<p>and suggest areas of improvement.</p> <ul style="list-style-type: none"> • Perform aerobic activity to music. • Improve stamina, demonstrating correct technique. • Select and use a wide range of compositional ideas and skills to create a routine. • Suggest ways to improve performance showing sound knowledge and understanding. • Compose an aerobic warm-up that raises the heart rate over a sustained time. • Demonstrate fluency of moves. • Perform complex moves to music. • Understand the
--	---	---	--	--	---	--

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



	<ul style="list-style-type: none"> • Develop agility and co-ordination. • Perform simple patterns of movement • Learn new moves and perform them with good technique and balance. • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. • Perform simple patterns of movement. 	<p>technique and balance.</p> <ul style="list-style-type: none"> • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. • Perform simple patterns of movement. 	<p>changes that occur during exercise.</p> <ul style="list-style-type: none"> • Raise heart rate. • Perform simple patterns of movement. • To complete a range of circuit-based activities and understand the reason for doing them. • To understand what happens to the heart rate during exercise. • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. 	<ul style="list-style-type: none"> • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. • Perform more complex patterns of movement. • Learn the value of doing boxercise. • Apply the techniques learned to a routine set to music. • Apply the correct technique for the cross jab – co-ordination. • Link skills with control and precision. • Develop personal fitness levels, particularly strength and stamina. 	<p>balance.</p> <ul style="list-style-type: none"> • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination. • Perform more complex patterns of movement. • Perform boxercise moves in time with the music in order to improve fitness. • Create a short routine using moves learned in Year 4. • Learn how to include linking moves into a sequence. • Devise a short sequence using the moves learned so far. 	<p>value of this type of exercise.</p> <ul style="list-style-type: none"> • Demonstrate understanding of boxercise moves and how they can be linked together to make a routine. • Experience some of the changes that occur to the body during exercise. • Raise the heart rate. • Learn new circuit moves and perform them with good technique and balance. • Demonstrate the correct technique for activities. • Discover which activities individuals find easy or difficult. • Develop agility and co-ordination.
--	--	--	--	---	--	--

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



				<ul style="list-style-type: none"> Learn the value of completing a full boxercise workout. 	<ul style="list-style-type: none"> Perform a sequence with precision and accuracy. Maintain balance throughout all the moves. Perform a fitness circuit incorporating boxercise moves. 	<ul style="list-style-type: none"> Perform more complex patterns of movement.
Multi-skills	<ul style="list-style-type: none"> Perform balances using a number of different parts of the body. Run on the balls of the feet, concentrating on coordination, not speed. Co-ordinate the upper and lower body together. 	<ul style="list-style-type: none"> Learn about a stable base and losing balance. Move the body in a variety of ways. Know how to throw a ball at the right speed and strength. Be able to copy a partner and change speed and direction. Explore different ways of twisting and turning. Play fairly and 	<ul style="list-style-type: none"> Change the centre of balance to different parts of the body. Use hand-eye co-ordination to keep control of an object. Use agility, stopping and turning in a game. To observe and be aware of others' speed and try to match it. Use hand-eye 			

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



	<ul style="list-style-type: none"> • Move with greater precision and control. • Use timing to aim, stop and guide an object. • Aim a variety of balls and equipment accurately. • Use controlled movement to travel in different ways. • Quickly change direction whilst running, with control and fluency. • Use agility, balance and co-ordination when performing activities. 	<p>understand the rules of a game.</p>	<p>co-ordination to balance, carry and travel with an object.</p> <ul style="list-style-type: none"> • Focus and concentrate on the skills learned and use them effectively. 			
Ball skills	<ul style="list-style-type: none"> • Develop 	<ul style="list-style-type: none"> • Move a ball 	<ul style="list-style-type: none"> • Dribble a ball 	<ul style="list-style-type: none"> • Learn how the 	<ul style="list-style-type: none"> • Know the 	<ul style="list-style-type: none"> • To know how to

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



	<p>anticipation and reaction when working with beanbags or balls.</p> <ul style="list-style-type: none"> • Catch a ball or beanbag on a bounce. • Catch a ball from a throw. • Understand the overarm throwing technique. • Understand when to use an underarm throw. • Stop, trap or catch the ball while on the move. • Play a game, following the rules and demonstrating fair play. 	<p>using hands and feet.</p> <ul style="list-style-type: none"> • Know how to catch different objects. • Target the receiver's hands when throwing. • Watch the ball or object when trying to catch it. • Know how to throw overarm, underarm and bounce pass. • Understand techniques for dribbling and passing a football. • Pass with accuracy. • Dribble with control. • Catch the ball at different heights. • Move with the ball, using hands. • Participate in a mini sports 	<p>with greater control.</p> <ul style="list-style-type: none"> • Roll or throw a ball at a target with accuracy. • Develop the ability to control a ball while moving, throwing and catching it. • Anticipate the ball and have the hands ready to catch. • Stop the ball in the hands without fumbling. • Be ready to react quickly once the ball has been caught. • Develop the underarm throwing technique and introduce the overarm throw. • Demonstrate good catching techniques. • Demonstrate 	<p>racket feels and the best methods of holding it.</p> <ul style="list-style-type: none"> • Improve hand-eye co-ordination by sending and receiving a ball with a hand and racket. • Learn how to drop and hit the ball. • Use the correct technique for holding the racket (forehand). • Learn how to play collaborative games, demonstrating forehand and backhand strokes. • Practise backhand technique. • Be aware of the correct body position and contact 	<p>correct technique for forehand, backhand and volley.</p> <ul style="list-style-type: none"> • Improve forehand accuracy. • Explore tactics for beating an opponent. • Consolidate backhand technique. • Use all strokes appropriately. • Accurately play shots on the move. • Run towards the net to play a volley (approach shot). • Play a game of singles tennis. • Learn the correct techniques for an overhead serve. • Practise all the shots needed to beat an opponent. 	<p>tag.</p> <ul style="list-style-type: none"> • To practise ball-handling skills. • To improve spatial awareness. • To practise moving into a space. • To improve ball-handling skills. • To be able to place a ball down as if scoring a try. • To practise footwork and dodging skills while carrying the ball. • To reinforce catching and tagging skills and to apply them in a game. • To play as a team. • To use skills and tactics from previous lessons. • Hit the shuttle with reasonable consistency and
--	---	---	---	---	---	--

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



		<p>festival, understanding the rules and demonstrating good techniques and sporting behaviour.</p>	<p>good throwing techniques.</p> <ul style="list-style-type: none"> • Demonstrate good control of the ball and body. • Understand the rules of the game. • Apply the tactics learned. 	<p>point for an accurate shot.</p> <ul style="list-style-type: none"> • Practise the volley technique. • Play a competitive game with point scoring. • Learn when to play the correct shot in order to beat a partner. • Play a variety of tennis shots, demonstrating correct technique. • Know how to dribble a ball, change direction and maintain control. • Be able to run with ball. • Be able to turn with a ball. • Know how to pass a ball. • Work as a team. • Improve accuracy of 	<ul style="list-style-type: none"> • Apply all the tennis skills learned to a game. • Choose the correct shot to play when trying to beat an opponent. • Apply the footwork rule into a modified game. • Use a range of different passes appropriately in a modified game. • Begin to use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation. • Apply a variety of defending skills into a modified game. • Use the correct technique to successfully shoot a ball into 	<p>accuracy in a co-operative rally.</p> <ul style="list-style-type: none"> • Demonstrate the correct technique when serving the shuttle to start a game. • Be able to explain and demonstrate the correct technique for the overhead clear shot. • To know the purpose and benefits of playing the overhead clear shot to outwit an opponent. • Develop children's ability to perform a 'drop shot' and their understanding of when to play the shot in a game in order to win a point. • Be able to select
--	--	--	--	--	---	---

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



				<p>passing by using a target.</p> <ul style="list-style-type: none"> • Learn how to receive a ball. • Dribble with control. • Learn how to support other players in a team. • Know how to communicate with team members. • Learn what skills might be used to stop someone scoring. • Learn how to attack as a team. • Play as a team. • Use skills and tactics learned in previous lessons. 	<p>a netball post from various points within the shooting circle.</p> <ul style="list-style-type: none"> • Take part in a full game of High 5 Netball, playing in a range of positions. 	<p>and apply a range of shots in a game situation to win points.</p> <ul style="list-style-type: none"> • Be able to demonstrate a variety of badminton shots in order to perform rallies and clearly understand, know how, and be able to win a point.
Games	<ul style="list-style-type: none"> • Control a ball using hands. • Understand the correct technique for 	<ul style="list-style-type: none"> • Know how to throw a ball underarm with accuracy. • Practise 	<ul style="list-style-type: none"> • Know techniques for accurate overarm and underarm 	<ul style="list-style-type: none"> • Practise underarm and overarm throws and when to use them. 	<ul style="list-style-type: none"> • Hold the bat correctly and place the ball accurately. • Return the ball 	<ul style="list-style-type: none"> • To know how to react quickly. • To demonstrate good agility and balance in order

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



	<p>catching.</p> <ul style="list-style-type: none"> • Consolidate and practise throwing a ball underarm. • Explore striking balls of different sizes using their hands and equipment. • Throw and catch a ball to self and a partner. • Know how to make contact with a ball using different bats or rackets. • Use striking skills to play a game. • Know the tactics and skills to use in order to win a game. 	<p>catching skills.</p> <ul style="list-style-type: none"> • Know the correct technique for striking a ball from a tee. • Receive and return a ball. • Know the best technique for catching. • Explore catching different balls. • Know the overarm throw technique and when to use it. • Aim for accurate throwing and consistent catching and striking. • To know the tactics and skills to use in order to win a game. 	<p>throwing.</p> <ul style="list-style-type: none"> • Throw accurately. • Catch with cushioned hands. • Know the batting technique for cricket. • Know how to play continuous cricket. • Retrieve the ball effectively. • Be able to hit the ball as far as possible with a rounders bat. • Understand safe zone game play. • Use fielding skills to stop the batter scoring. • Use skills learned in a game situation. 	<ul style="list-style-type: none"> • Practise receiving skills. • Know to play a kwik cricket game. • Be able to field a ball in a variety of ways in order to stop it travelling further. • Be able to return the ball accurately. • Be able to catch the ball in a variety of situations. • Consolidate and develop a range of skills in striking and fielding. • Practise the correct technique for batting and use it in a game situation. • Consolidate throwing and catching skills. • Field an approaching 	<p>accurately.</p> <ul style="list-style-type: none"> • Choose which type of fielding technique to use. • Return the ball accurately. • Develop a technique for overarm throwing and know when to use it. • To practise batting technique. • To know how to direct the ball. • Score and play a game in a sporting manner. 	<p>to throw accurately.</p> <ul style="list-style-type: none"> • To revise the long barrier technique. • To practise batting technique. • To know how to direct the ball. • To know how to play as a backstop in a game. • To assess and analyse others' strengths. • To play in a mini tournament and understand the rules of the game. • To assess and analyse others' strengths. • To play in a mini tournament and understand the rules of the game.
--	--	--	--	--	--	--

Brough Primary School = Progression in P.E. Skills EYFS – Year 6



				<p>ball.</p> <ul style="list-style-type: none"> • Strike a stationary ball. • Play a game using all the skills learned in this unit. 		
Evaluation	<ul style="list-style-type: none"> • Can comment on own and other's performance. • Can give comments on how to improve a performance. • Uses appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> • Can comment on own and other's performance. • Can give comments on how to improve a performance. • Uses appropriate vocabulary when giving feedback. 	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Works with a partner or small group to improve their skills. • Makes suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Beginning to think about how they can improve their own work. • Works with a partner or small group to improve their skills. • Makes suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Learn from others about how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Makes suggestions on how to improve their work, commenting on similarities and differences. 	<ul style="list-style-type: none"> • Watches and describes performances accurately. • Learn from others about how they can improve their skills. • Comment on tactics and techniques to help improve performances. • Makes suggestions on how to improve their work, commenting on similarities and differences.