



**Sacred Heart  
Progression of Skills document  
Physical Education**

		Year 3	Year 4
<b>Athletics</b>	Head	Take part in basic scoring of different events When questioned, show understanding of their individual role in team relay performance Compete with others and record points	Decide on ways to improve, run, jumps and throws and implement changes Demonstrate patience and determination
	Hand	Link running and jumping activities with some fluency and consistency Control movements and body actions in response to specific instructions Jump for height and distance with control and balance Run at different speeds according to event and instruction Throw a variety of objects using different recognised throws Throw more accurately and over greater distances	Show differences between sprinting and running speeds over a variety of distances Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone Perform a range of jumps with consistency, sometimes approaching jump with a run up Compete in running, jumping and throwing activities and compare their own performance with previous
	Heart	Run as part of a relay team Identify how to improve own and others work and be tactful	Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover
<b>Striking and Fielding</b>	Head	Adhere to some basic rules of recognised games such as rounders or cricket Explain how fielders work together to restrict batters runs Apply simple tactics to choose where to hit the ball	With increasing consistency, choose where to direct a hit from a bowled ball Use and apply the basic rules of the game
	Hand	Strike a ball with some consistency Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling Play in simplified games Bowl accurately Show ready position to catch a ball Strike a stationary ball (off tee) with some consistency Strike a bowled ball with some consistency	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/backstop Track and intercept the ball along the ground sometimes collecting with one hand Show more consistency in throwing and catching over a variety of distances Bowling a recognised action with some consistency
	Heart	Identify how to improve own and others work and be tactful	Show fir play such as accepting when run out

		Field as a team to return the ball to the bowler/base effectively	In their local community can they identify locations in which they could play striking and fielding games
<b>Net/Wall</b>	Head	Keep count/score of a game Can discuss the different type of shots that may be used in a variety of situations	Choose ways to send the ball to make it difficult for opponent to return Play the role of umpire to keep score
	Hand	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/shuttle to return over a line/net Play over a net	Explore shots on both sides of the body and attempt with confidence Use a small range of racquet/hand skills Explore a range of recognised shots e.g. overhead, forehand etc Able to return ball/shuttle to different areas of oppositions court Use basic defensive tactics to defend the court i.e. moving to different positions on the court
	Heart	Show engagement in rallying activities to improve and progress Work with a partner to play in a doubles game	Work with a partner / small groups to return a served ball/shuttle Play competitively with others and against others in modified games
<b>Invasion</b>	Head	Recognise when you need to defend Employ tactics to put opponents under pressure Being aware and able to undertake the demands different positions to support both attack and defence	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
	Hand	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 Can recall and show at least two key teaching points of a learned skill 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	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 in to space to help others and the ball over longer distances Work as part of a team to attack and score in defined area
	Heart	Show support, encouragement and good sportsmanship Work as part of a team to attack towards a goal	Recognise how playing as a team can improve your communication skills Use and apply the basic rules of the game
<b>Gymnastics</b>	Head	Modify actions independently using different pathways, directions and shapes Identify similarities and differences in sequences	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
	Hand	Perform sequences with contrasting actions Perform a range of increasingly challenging actions	Perform actions such as balance, body shapes and flight with control

		<p>Show strength and flexibility to shapes and actions being performed</p> <p>Remember and repeat sequences</p> <p>Begin to show fluency in sequences and movement patterns</p> <p>Adapt basic sequences to include some apparatus</p> <p>Develop body management over a range of floor exercises</p>	<p>Develop an increased range of body actions and shapes to use in longer, more complex sequences</p> <p>Identify 'core muscles' and use them to improve quality of shapes and actions</p> <p>Challenge self to more complex versions of a skill/ action</p> <p>Show smooth transitions and flow in sequences</p>
	Heart	<p>Comment on others gymnastics sequences describing what they did well</p> <p>Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle</p>	<p>Adapt actions and sequences to work with partners and small groups</p> <p>At key points, compare their performances to previous ones</p>
<b>Dance</b>	Head	<p>Contribute ideas to the structure of the dance</p> <p>Create basic actions as an individual and working with a partner</p> <p>Describe using appropriate language the features of dances performed by others</p>	<p>Use peer assessment to identify strength and weaknesses in performance</p> <p>Respond sensitively to professional work</p>
	Hand	<p>Attempt to perform with a sense of dynamics</p> <p>Competently include props and other ideas in their dance</p> <p>Attempt short pieces of improvised dance responding to the structure/theme of the dance</p> <p>Share and create short dance phrases with a partner and in small groups</p> <p>Perform a range of recognised dance actions with some confidence</p> <p>Perform movements with increased control</p>	<p>Refine, repeat and remember short dance phrases</p> <p>Perform with increasing musicality with control and confidence</p> <p>Perform dances with consistency</p> <p>Show rhythm and style when performing as an individual and with others</p> <p>Use devices to change actions individually and as a group e.g. facing, levels etc.</p> <p>Dance using a variety of formations confidently</p>
	Heart	<p>Express moods and feelings throughout the dance piece</p> <p>Can decide with others which floor patterns/pathways to follow</p>	<p>Show sensitivity to a dance idea/theme or story</p> <p>Showing self-control and maturity to perform a partner/ group contact work</p>
<b>OAA</b>	Head	<p>Describe their work and the strategies they use to solve problems</p> <p>Independently identify factors needed to complete a task</p> <p>Use acquired skills to create maps and directions</p>	<p>Plan and refine strategies to solve problems</p> <p>Identify what they have done well and suggest ways to improve</p> <p>Work out answers from clues, working independently from teacher</p>
	Hand	<p>Identify and use symbols on a map to navigate</p> <p>Play competitively and fairly implementing the rules</p> <p>Participate safely, considering others</p> <p>Perform with strength, stamina and endurance in more physical tasks</p>	<p>Use maps, symbols and compass confidently to navigate</p> <p>Confidently undertake tasks with time limits and other restrictions</p> <p>Remember and recall map symbols and other relevant key information</p>
	Heart	<p>Lead others and be led</p> <p>Can work with others to solve problems</p>	<p>Work well as part of a team or group within well-defined role</p> <p>Listen and be directed by others</p>

<b>Swimming</b>	Head	To develop basic pool and safety skills and confidence in water.	To attempt basic breathing patterns when swimming
	Hand	Swim a short distance between 5 and 20 meters unaided using one consistent stroke Propel themselves over longer distances using swimming aids Move with more confidence in water including submerging themselves fully Enter and exit the water independently Float and regain to standing confidently Push and glide and transition from glide to stroke Attempt skill of sculling and use to propel themselves Apply basic arm and leg action to 'doggy paddle'	Swim over greater distance of 10 and 20 meters with confidence in shallow water Begin to use basic swimming techniques including correct arm and leg action Attempt to use basic breathing patterns when swimming Enter and exit the water in a variety of ways Work in collaboration to perform group challenges such as group floats Submerge, sink, roll and rotate underwater
	Heart	Aware of other children around them in the pool	Work in collaboration to perform group challenges such as group floats