

Physical Education Skills Ladder

Skills ladders show the disciplinary knowledge that child will learn in the subject.



	Swimming	Gymnastics	Athletics	Team Games	Dance
F2 Secure	N/A	Explore forming shapes with their bodies. Begin to understand balances. Understand how they can move their body using jumps, rocking and rolling Travel in different ways Being to develop an understanding of collaboration, sharing and taking turns Progressions of a forward roll Combine movements, selecting actions in response to the task and apparatus. Confidently and safely use a range of large and small apparatus. Negotiate space safely with consideration for themselves and others. Follow instructions involving several ideas or actions. Use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	Begin to move their bodies in different ways and speeds	<i>Hands and ball skills:</i> Explore pushing. Explore rolling. Explore bouncing. Explore bouncing into space. Combine pushing and rolling. Combine rolling, pushing and bouncing.	Begin to move their bodies in different ways to music and create movement patterns
Year 1 Secure	N/A	Begin to travel using different actions actions Form different shapes and balances with some control and balance. Perform shape jumps with some control and balance. Being to perform different rolls: barrel roll; straight roll; forward roll Understand how collaboration and sharing is used Demonstrate an understanding of how to work safely Perform the basic gymnastic actions Plan and repeat simple sequences of actions. Use directions and levels to make my work look interesting. Work safely with others and apparatus.	Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration Explore running in a team Consolidate running, apply running into a game	<i>Hands and ball skills</i> Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills Combine sending and receiving skills <i>Rackets bats and balls</i> Develop pushing (dribbling) a ball with a racket: Introducing control Explore hitting and develop pushing a ball (with a racket) towards a target Explore hitting a ball (with a racket) with accuracy and power	Beginning to use counts. Copy, remember and repeat actions. Move confidently and safely. Use different parts of the body in isolation and together. Work with others to share ideas and select actions. Choose appropriate movements for different dance ideas. Say what I liked about someone else's performance. Show some sense of dynamic and expressive qualities in my dance.
Year 2 Secure	Swimming is introduced in Year 2. Pupils develop initial water confidence, safety and early skills in preparation for KS2.	Confidently perform different shapes and balances Use different travelling actions confidently and correctly Perform shape jumps confidently and correctly Develop their use of different rolls: barrel roll; straight roll; forward roll Begin to show leadership within collaboration Plan and repeat simple sequences of actions. Use directions and levels to make my work look interesting.	Consolidate agility Consolidate balancing: Explore balancing on apparatus	<i>Hands and ball skills:</i> Explore dodging Develop dodging Apply dodging: Explore attacking and defending Apply dodging in teams <i>Rackets bats and balls</i> Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent Introduce hitting (sending/striking) a ball into a space: Where and why? Striking the ball (with a bat) into space with intent <i>Health and fitness</i> Introduce and explore coordination: Dribbling and kicking	Select and apply actions Copy the teacher and discuss how their body moves to develop their understanding of dynamics Show a character and idea through the actions and dynamics chosen. Use space with more purpose when dancing Begin to use collaborations to create movement patterns and dances by using mirroring and unison in actions. Show increased confidence to perform Begin to show independence and creativity to create movement patterns for dancing Use observation to improve their movement Use counts to stay in time with the music. Beginning to provide feedback using key words. Copy, remember, repeat and create dance phrases. Describe how my body feels during exercise.
Year 3 Secure	Enter and exit the water safely Floating position on the water using equipment or support Regain upright position from floating on back and front Push and glide from horizontal position to or from the pool wall Travel on the front and back for a distance of 5 m where possible Jump in from the side and submerge (minimum depth 0.9 metres)	Develop ability to perform point and patch balances Consolidate their use of different rolls: straight roll; barrel roll; forward roll Correctly perform different jumps Adapt sequences to suit different types of apparatus. Choose actions that flow well into one another. Complete actions with increasing balance and control. Provide feedback using key words. Use matching and contrasting actions in a partner sequence. Use a greater number of my own ideas for movements in response to a task. With help, recognise how performances could be improved.	Explore running for speed Explore acceleration Introduce /develop relay: Running for speed in a team Throwing: Accuracy vs distance Standing Long Jump	<i>Games sense invasion</i> Introduce passing and receiving Introduce passing and creating space Introduce scoring and the concept of shooting <i>Cricket</i> Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching Striking with intent	Select and apply actions with increased purpose Use dynamic and expressive qualities in relation to an idea. Work with a partner and in a small group, sharing ideas. create short dance phrases that communicate the idea Use space with purpose Share Ideas and use collaboration to create dances Show confidence when moving their body Show perseverance to improve their movements Demonstrate creativity with their movements Use observation to improve their movements and that of a peer. Recall movement patterns to further develop dance performances. Use counts to keep in time with a partner and group.
Year 4 Secure	Enter the water safely (steps, swivel entry or a jump) Perform a tuck float for 5 seconds and a minimum of 3 shapes in a sequence whilst floating on the water. Push and glide from the front with arms extended and log roll on to back Push and glide from the back with arms extended and log roll on to front. Travel 25 m on front and 25 m on back Demonstrate an action for getting help	Begin to use individual and partner balances Begin to use rotation jumps Develop their understanding of different rolls: straddle roll Begin to perform a bridge Begin to perform a shoulder stand Use strong communication when working as part of a team Explain what happens to my body when I exercise and how this helps to make me healthy.	Develop running at speed Exploring our stride pattern Exploring running at pace Understand and apply tactics when running for distance Javelin Standing Triple Jump	<i>Basketball</i> Refine dribbling Refine passing and receiving Refine passing and dribbling creating space Refine passing and dribbling creating shooting opportunities Introduce marking <i>Cricket</i> Develop an understanding of batting and fielding Introduce bowling underarm	Select and apply actions purposefully Consolidate their understanding of dynamics by choosing actions and dynamics to convey a character or idea. Use space effectively Use cooperation, collaboration and communication to perform dances using a range of movement patterns Copy and remember set choreography. Provide feedback using appropriate language relating to the lesson.

	Exit the water safely without using steps.	Plan and perform sequences with a partner that include a change of level and shape. Provide feedback using appropriate language relating to the lesson. Safely perform balances individually and with a partner. Watch, describe and suggest possible improvements to others' performances and my own. Understand how body tension can improve the control and quality of my movements		Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different angels and speeds	Respond imaginatively to a range of stimuli relating to character and narrative. Use changes in timing and spacing to develop a dance. Use counts to keep in time with others and the music. Use simple movement patterns to structure dance phrases on my own, with a partner and in a group. Show respect for others when working as a group and watching others perform.
Year 5 Secure	Enter water safely with a jump. Kick 25 m backstroke and on the front and breaststroke on the front or back (one item of equipment maybe used) Travel on the back and roll in one continuous movement to the front. Travel on the front and roll in one continuous movement to the front Swim as far as possible in a set time (own choice of stroke) Perform a shout and signal rescue Exit the water safely	Use their bodies to create symmetrical and asymmetrical balances Develop their understanding of rotation jumps Develop their understanding of new rolls: straddle roll; backward roll Begin to perform a cartwheel Refine their ability to perform a bridge Refine their use of shoulder stands Create and perform sequences using apparatus, individually and with a partner. Lead a partner through short warm-up routines. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. Use feedback provided to improve my work. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Use strength and flexibility to improve the quality of a performance. Work safely when learning a new skill to keep myself and others safe.	Finishing a race Evaluating our performance Sprinting: My personal best Relay changeovers Shot Put Introducing the Hurdles	<i>Basketball</i> Refine passing and receiving Apply passing, footwork and shooting into mini games, introduce officiating Introduce defending Explore the function of other passing styles <i>Rounders</i> Develop fielding tactics maximising players Understand what happens if the batter misses the ball Refine fielding tactics, what players where? Applying tactics in mini games	Accurately copy and repeat set choreography. Choreograph phrases individually and with others considering actions and dynamics. Confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. Lead a group through short warm-up routines. Refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. Suggest ways to improve my own and other people's work using key terminology. Use counts when choreographing to stay in time with others and the music. Use feedback provided to improve my work
Year 6 Secure	Perform 3 different jumps into deep water (one must be a straddle jump) Perform a horizontal stationary scull on the back Perform a head first and feet first sculling action for 5 m Perform a sculling sequence with a partner for 30 -45 seconds to include a rotation Tread water for 30 seconds Perform a headstand and hold for a minimum of 3 seconds Perform a forward somersault tucked in the water Swim 10 m in clothes Exit the water safely without the use of steps	Refine and consolidate their use of different rolls: straddle roll; backward roll Begin to create counter balances and counter tension Consolidate the use of a handstand Consolidate the use of cartwheels Know how to create flight Cork safely Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Lead a small group through a short warm-up routine. Use appropriate language to evaluate and refine my own and others' work. Work collaboratively with others to create a sequence. Understand how to work safely when learning a new skill. Understand what counter balance and counter tension is and can show examples with a partner.	Running for speed competition Running for distance competition Throwing competition Jumping competition	<i>Cricket</i> Consolidate batting Consolidate fielding Consolidate bowling Create, understand and apply attacking tactics to a game Create, understand and apply defending tactics to a game Consolidate sequence of learning <i>Rounders</i> Introduction to full rounders Consolidate fielding tactics Refine our understanding of what happens if the batter misses or hits the ball backwards Batting considerations	Choreograph a dance and work safely using a prop. Lead a small group through a short warm-up routine. Perform dances confidently and fluently with accuracy and good timing. Refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. Use appropriate language to evaluate and refine my own and others' work. Use feedback provided to improve the quality of my work. work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances