

PE: Skills Progression

At Boutcher we follow the Real PE scheme of work. Real PE is a unique, child-centred approach that engages and challenges children in their PE lessons. It focuses on the development of twelve fundamental movement patterns involving agility, balance and coordination alongside healthy competition and cooperative learning. Real PE also focuses these fundamental movement patterns alongside on six learning behaviours or key cogs which are these are: Creative, Cognitive, Health and Fitness, Personal, Physical and Social.

Each Fundamental Movement Skill has its own document to support teaching high quality PE lessons and contains the following information:

- End of Key Stage 1 and 2 expectations for pupils aligned to the coloured challenges.
- Each skill broken down into small, progressive and achievable steps.
- Declarative knowledge aligned to the skill.
- Procedural knowledge, that is connected to the declarative knowledge, to support children so they have a clear understanding of how to 'get better at PE'.
- Specific vocabulary, aligned to each skill, to support children's understanding and participation.

Having this information readily available, will make it easier to share the declarative and procedural knowledge the pupils, as well as the vocabulary that will help deepen their knowledge and understanding in PE lessons.



TAKE RESPONSIBILITY FOR MY LEARNING

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.



EMBRACE CHALLENGE

I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.



LEAD OTHERS

I can involve others and motivate those around me to perform better.

IMPROVE OTHERS

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.



APPLY WITH CONSISTENCY

I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.

COMBINE WITH FLUENCY

I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

Expected - End of Key Stage 1



KEEP TRYING

I try several times if at first I don't succeed and I ask for help when appropriate.

HELP AND ENCOURAGE

I can help, praise and encourage others in their learning.

PERFORM SIMPLE SEQUENCES

I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.



STAY ON TASK

I can follow instructions, practise safely and work on simple tasks by myself.

UNDERSTAND OTHERS

I can work sensibly with others, taking turns and sharing.

PERFORM SINGLE SKILLS

I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.



STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

PLAY WITH OTHERS WITH HELP

I can play with others and take turns and share with help.

TRAVEL IN DIFFERENT WAYS

I can move confidently in different ways.

Expected - End of Upper Key Stage 2



CONSISTENTLY TRY TO IMPROVE

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

LINK WITH QUALITY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

Expected - End of Lower Key Stage 2



TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

PERFORM WITH CONTROL

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.



ANALYSE PERFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.



MAKE GOOD DECISIONS

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.



VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.

EXPRESS, ADAPT AND ADJUST

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.



PLAN MY OWN FITNESS

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Expected - End of Key Stage 1



RECOGNISE AND ORDER

I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.

COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

PRACTISE SAFELY

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.



OBSERVE AND DESCRIBE

I can understand and follow simple rules.
I can name some things I am good at.

EXPLORE AND DESCRIBE

I can explore and describe different movements.

EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.



FOLLOW INSTRUCTIONS

I can follow simple instructions.

OBSERVE AND COPY

I can observe and copy others.

DESCRIBE SIMPLE CHANGES

I am aware of the changes to the way I feel when I exercise.

Expected - End of Upper Key Stage 2



DESCRIBE HOW TO IMPROVE

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

REFINE AND CHANGE

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

Expected - End of Lower Key Stage 2



EXPLAIN WHY

I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.

RECOGNISE AND RESPOND

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

Static Balance: 1 Leg

Skill progression	PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary	
	On both legs: 1. Stand still for 10 seconds with...	● minimum wobble. ● standing foot still. ● non-standing foot off the floor.	● Keep head up and still. ● Keep tummy tight. ● Keep back straight.	● back (body) ● challenging ● wobble ● muscles ● straight
	On both legs: 1. Stand still for 30 seconds with... 2. Complete 5 mini-squats with...	● minimum wobble (control). ● standing foot still. ● non-standing foot off the floor.	● Keep head up and still. ● Keep tummy (core muscles) tight and back straight. ● Use arms to help you balance.	● core muscles ● non-standing ● balance ● control ● tight ● mini-squat ● freeze ● dominant (non)
	Expected - end of Key Stage 1			
	On both legs: 1. Stand still for 30 seconds with eyes closed with... 2. Complete 5 squats with... 3. Complete 5 ankle extensions with...	● minimum wobble (control). ● smooth, controlled movements. ● non-standing foot off the floor.	● Look forward and imagine a focus point. ● Use your arms to help you balance. ● Keep your tummy (core muscles) tight and back straight.	● focus ● point ● support (with and without) ● static ● improve ● heel raises ● practise ● feedback
	Expected - end of lower Key Stage 2			
	On both legs: 1. Stand still on uneven surface for 30 seconds with... 2. Stand still on uneven surface for 30 seconds with eyes closed with... 3. Complete 10 squats into ankle extensions with... 4. Complete 5 squats with eyes closed with...	● stability. ● smooth, controlled movements. ● consistent performance.	● Keep your tummy (core muscles) tight. ● Use your arms to help you balance. ● Use smooth, controlled movements.	● movement ● repeatable ● smooth ● uneven ● maintain ● ankle extension ● controlled

Expected - end of upper Key Stage 2

Skill progression

On both legs:

1. Complete 5 ankle extensions with eyes closed with...
2. Complete 10 squats into ankle extensions with eyes closed with...
3. Complete above 2 challenges on uneven surface with eyes open with...
4. Complete first 2 challenges on uneven surface with eyes closed with...

- stability.
- smooth, controlled movements.
- consistent performance.

- Keep your centre of gravity over your base of support.
- Keep your core muscles tight.
- Use smooth, controlled movements.

- centre of gravity
- stability
- base
- vigorous
- persevere
- performance

On both legs:

1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with...
2. Perform above challenge with eyes closed with...
3. Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with...

- stability.
- smooth, controlled movements.
- consistent performance.

- Keep your core muscles tight.
- When reaching, you may need to stretch your other arm and leg back to counterbalance.
- Use smooth, controlled movements.

- stretch
- counterbalance

Static Balance: Seated

	PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative		Procedural	Key Vocabulary
Skill progression ↓	In a seated position: 1. Balance with both hands/ feet down with... 2. Balance with 1 hand/ 2 feet down with... 3. Balance with 2 hands/ 1 foot down with... 4. Balance with 1 hand/ 1 foot down with... 5. Balance with 1 hand or 1 foot down with... 6. Balance with no hands or feet down with...	● hands/feet up for 10 seconds. ● minimum wobble (control). ● balance held without strain.	● Keep back straight. ● Keep head up and still. ● Keep tummy tight.	● seated ● balance ● wobble ● position ● touching ● control
	In a seated position: 1. Pick up a cone from one side, swap hands and place it on the other side with... 2. Return the cone to the opposite side with...	● feet and hands off the floor throughout. ● minimum wobble. ● balance held without strain.	● Keep weight going through your bottom. ● Keep tummy tight (core muscles) and back straight. ● Keep head up and breathe throughout.	● cone ● return ● core ● swap ● opposite ● muscles
	Expected - end of Key Stage 1			
Skill progression ↓	In a seated position: 1. Pick up a cone from one side and place it on the other side with same hand with... 2. Return it to the opposite side using the other hand with... 3. Sit in a dish shape and hold it for 5 seconds with...	● feet and hands off the floor throughout. ● minimum wobble. ● balance held without strain.	● Keep tummy tight (core muscles) and back straight. ● Use arms to help maintain balance. ● Keep head up and breathe throughout.	● dish ● straight ● shape ● hold
	Expected - end of lower Key Stage 2			
Skill progression ↓	In a seated position: 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions) with... 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with... 3. Hold a V-shape with straight arms and legs for 10 seconds with...	● feet and hands off the floor throughout. ● minimum wobble. ● balance held without strain.	● Keep legs, back and arms straight. ● Use smooth, controlled movements. ● Keep core muscles tight.	● arm's distance ● stability ● performance ● V-shape ● repeatable ● strain

Expected - end of upper Key Stage 2

In a seated position:

1. Reach and pick up cones from in front, to the side and from behind with...
2. Reach and pick up cones from in front, to the side and from behind with eyes closed with...
3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force with...
4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force with...

- feet and hands off the floor throughout.
- minimum wobble.
- balance held without strain.

- Keep weight going through your bottom.
- Use smooth, controlled movements.
- Use legs and arms to help keep centre of gravity steady and breathe smoothly.

- reach
- force
- apply
- steady

In a seated position:

1. Reach and pick up cones on the floor whilst on a bench, without losing balance with...
2. Turn 360° in either direction, first on the floor then on a bench with...
3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds with...
4. Reach and pick up cones on the floor whilst on an uneven surface with...

- feet and hands off the floor throughout.
- minimum wobble.
- balance held without strain.

- Lifting legs and arms just off the floor will help keep centre of gravity steady.
- Focus on one point to keep your head still.
- Keep core muscles tight while breathing at the same time.

- 360°
- losing balance
- uneven surface

Static Balance: Floorwork

Skill progression

PROGRESSION OF SKILL

PROGRESSION OF KNOWLEDGE

PROGRESSION OF VOCABULARY

Declarative

Procedural

Key Vocabulary

1. Hold mini-front support position with...
2. Reach round and point to ceiling with either hand in mini-front support with...

- balance maintained throughout.
- correct position held.
- control when changing balance/position.

- Keep back straight and tummy tight.
- Keep knees in line with hips.
- Complete this slowly.

- mini-front support
- position
- reach round
- hold

1. Place cone on back and take it off with other hand in mini-front support with...
2. Hold mini-back support position with...
3. Place cone on tummy and take it off with other hand in mini-back support with...

- balance maintained throughout.
- correct position held by keeping back straight.
- control when changing balance/position.

- Keep hands in line with shoulders and knees in line with hips (mini-front support).
- Keep hands in line with shoulders and knees in line with hips (mini-back support).
- Point fingers towards feet in the mini-back support.

- cone
- mini-back support
- maintain
- tummy
- balance

Expected - end of Key Stage 1

1. Hold full front support position with...
2. Lift 1 arm and point to the ceiling with either hand in front support with...
3. Transfer cone on and off back in front support with...

- balance maintained throughout.
- correct position held by keeping back straight.
- control when changing balance/position.

- Keep back straight and flat.
- Keep legs straight and stretched out.
- Keep hands in line with shoulders and complete slowly.

- full front support position
- point
- transfer

Expected - end of lower Key Stage 2

1. Transfer tennis ball on and off back in a front support with...
2. Transfer cone on and off tummy in back support with...
3. Transfer tennis ball on and off tummy in back support with...

- good posture straight back.
- balance held without strain.
- control while transferring objects.

- Keep back straight and flat/ tummy up.
- Keep legs straight and stretched out and breathe slowly.
- Keep core muscles tight and posture aligned.

- back support
- strain
- control
- posture
- stretched

Expected - end of upper Key Stage 2

1. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back with...
2. Rotate fluently from front support to back support, and then continue rotating with fluency with...

- good posture (straight back).
- balance held without strain.
- control while rotating.

- Keep back straight and flat (front support)/tummy up (back support).
- Keep hands in line with shoulders and legs straight and stretched out.
- Rotate slowly and with control.

- fluently
- rotating
- contact

1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with...
2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed with...

- good posture maintained.
- balance held without strain.
- control while transferring objects with eyes closed.

- Keep hands in line with shoulders, and back straight and flat.
- Keep legs straight and stretched out.
- Perform movements slowly and with control.

- 1 foot in contact
- transferring

Static Balance - Stance

Skill progression ↓ Skill	PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative		Procedural	Key Vocabulary
	1. Stand on line with good stance for 10 seconds with...	● both feet facing forwards. ● feet still. ● minimum wobble (control).	● Keep feet a shoulder width apart. ● Keep balls of feet on the line. ● Keep back straight and head up.	● stance ● balance ● ball ● line ● heel
	1. Stand on low beam with good stance for 10 seconds with...	● both feet facing forwards. ● feet still. ● minimum wobble (control).	● Keep feet a shoulder width apart and knees bent. ● Keep weight on balls of feet. ● Keep back straight, head up and look forward.	● low beam ● stand
	Expected - End of Key Stage 1			
	On a line/low beam: 1. Receive a small force from various angles with... 2. Raise alternate feet 5 times with... 3. Raise alternate knees 5 times with... 4. Catch ball at chest height and throw it back with...	● both feet facing forwards. ● balance maintained throughout. ● minimum wobble (control).	● Keep feet a shoulder width apart and knees bent. ● Keep weight on balls of feet. ● Keep back straight, head up and look forward at a focus point.	● maintain ● angles ● force ● raising
	Expected - end of Lower Key Stage 2			
	On a line/low beam: 1. Raise alternate knees to opposite elbow 5 times with... 2. Catch large ball thrown at knee height and above head with... 3. Catch large ball thrown away from body with... 4. Catch small ball thrown close to and away from body with...	● balance maintained throughout. ● minimum wobble (control). ● good posture (head up/back straight).	● Keep feet a shoulder width apart and bend knees. ● Keep head up looking forward. ● Use smooth, controlled movements by twisting body to catch the ball.	● opposite ● thrown ● knee height ● posture



Expected - end of upper Key Stage 2

On a line/low beam:

1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body with...
2. Strike small ball back to a partner with a racket with...
3. Strike a small ball back to a partner from across body with a racket with...

- balance maintained throughout.
- minimum wobble (maintaining control of body).
- good posture (head up/back straight).

- Keep feet a shoulder width apart and bend knees.
- Keep head up looking forward.
- Bend knees and maintain a 'ready' position.

- alternately
- racket
- partner
- across body

On a line/low beam:

1. Throw and catch small ball, catching across body with either hand with...
2. Throw and catch 2 balls alternately, catching across body with either hand with...
3. Volley large ball back to a partner with either foot with...

- balance maintained throughout.
- minimum wobble (control).
- good posture (head up/back straight).

- Always try to keep centre of gravity over base of support.
- Hold and adjust position when you have received or hit the ball.
- Lower centre of gravity and widen base of support.

- either hand
- gravity
- volley
- widen

Dynamic Balance: On A Line

	PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative		Procedural	Key Vocabulary
Skill progression	1. Walk forwards with fluidity and minimum wobble with... 2. Walk backwards with fluidity and minimum wobble with...	● smooth movements. ● balance maintained on the line. ● opposite arm and leg moving forwards.	● Keep back straight. ● Keep head up and still. ● Swing arms to help move and balance.	● minimum ● line ● wobble ● backwards
	1. Walk fluidly, lifting knees to 90° with... 2. Walk fluidly, lifting heels to bottom with...	● smooth, controlled movements and minimum wobble. ● balance maintained on the line. ● opposite arm and leg moving forwards.	● Work off the balls of feet. ● Keep head still and look forward. ● Use arms to help you move and balance as you walk (opposite arm and leg).	● fluidity ● maintain ● heels ● forwards ● 90° ● lifting
	Expected - end of Key Stage 1			
Skill progression	1. March, lifting knees and elbows up to a 90° angle with... 2. Walk fluidly with heel to toe landing with... 3. Walk fluidly, lifting knees and using heel to toe landing with...	● smooth, controlled movements and minimum wobble. ● balance maintained on the line. ● opposite arm and leg moving forwards smoothly.	● Keep tummy (core muscles) tight and back straight. ● Keep head still and look forward. ● Use arms to help you move and balance as you walk, bringing them from 'hips to tips'.	● marching action ● heel to toe landing ● hips to tips
	Expected - end of lower Key Stage 2			
Skill progression	1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing with... 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing) with... 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle with... 4. Complete all red challenges with eyes closed with...	● balance maintained on the line. ● opposite arm and leg driving forwards. ● fluidity and minimum wobble.	● Keep head still and back straight. ● Use arms to help you move and balance as you walk, bringing them from 'hips to tips'. ● Practise the movement slowly at first movements.	● heel to bottom ● extend ● lunge ● 90° angle ● sink hips ● driving

Expected - end of upper Key Stage 2

1. Sidestep in both directions with...
2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots with...
3. Move sideways, stepping across body (lateral step-over) with...
4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat). with...
5. Complete blue challenges then above challenges with eyes closed with...

- balance maintained on the line.
- opposite arm and leg driving forwards.
- fluidity and minimum wobble.

- Keep head still and back straight.
- Use smooth, controlled movements.
- Concentrate on keeping centre of gravity over base of support.

- sidestep
- stand
- front/reverse pivots
- continuous
- repeat
- lateral step-over
- lateral step-behind

1. Lunge walk backwards.
2. Lunge walk backwards with opposite elbow at 90° with...
3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90° with...
4. Perform above challenges with eyes closed with...

- balance maintained on the line.
- opposite arm and leg driving forwards.
- fluidity and minimum wobble.

- Keep head still, back straight and look forward.
- Use arms to help you balance as you walk.
- Concentrate on keeping centre of gravity over base of support.

- lunge walk
- curved pathway
- base of support

Dynamic Balance: Jumping And Landing

	PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative		Procedural	Key Vocabulary
Skill progression ↓	1. Jump from 2 feet to 2 feet forwards, backwards and side- to-side with...	● good take off and height. ● balance and control on landing. ● soft landings.	● Bend knees on take-off and landing. ● Keep feet a shoulder width apart. ● Keep head up and land on balls of feet.	● width ● take-off ● balance ● jump
	1. Jump from 2 feet to 2 feet with quarter turn in both directions with... 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot) with...	● good take off and height. ● balance and control on landing. ● soft landings.	● Swing arms to help gain height and use them to help balance on landing. ● Bend knees on take-off and landing. ● Try to land softly without noise.	● swing ● height ● control ● landing (soft)
	Expected - end of Key Stage 1			
	1. Jump from 2 feet to 2 feet with 180° turn in either direction with... 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction with...	● good take off and height. ● balance and control on landing. ● soft landings.	● Swing arms to help gain height and use them to help balance on landing. ● Keep head up on landing. ● Bend knees on landing.	● straight ● dynamic ● balls of feet ● momentum
	Expected - end of lower Key Stage 2			
Skill progress ↓	1. Jump 2 feet to 2 feet forwards, backwards and side-to-side with... 2. Hop forward and backwards, freezing on landing with... 3. Jump 1 foot to other forwards and backwards, freezing on landing with... 4. Hop sideways, raising knee and freezing on landing with... 5. Jump 1 foot to other sideways, raising knee and freeze on landing with...	● good take off and height. ● balance and control on landing. ● soft and controlled landings.	● Swing arms to help gain height and use them to help balance on landing. ● Bend knees on take-off and landing. ● Land softly on balls of feet without noise, facing forward.	● maintain ● forwards ● freeze ● backwards ● side-to-side ● maintain

Expected - end of upper Key Stage 2

1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions) with...
2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions) with...
3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides) with...

- good take off and height.
- balance and control on landing.
- soft and controlled landings.

- Swing arms to help gain height and use them to help balance on landing.
- Bend knees on take-off and landing and use arms to help you balance.
- Keep centre of gravity over base of support on landing.

- vertical
- stance
- turn
- tuck
- lunge
- beam
- directions
- raising
- 180° - half turn
- gravity

1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides) with...
2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides) with...
3. Jump 2 feet to 2 feet with 360° turn (in both directions) with...

- good take off and height.
- balance and control on landing.
- soft and controlled landings.

- Swing arms to help gain height and use them to help balance on landing.
- Pick a spot to focus on when you jump and turn.
- Adjust centre of gravity to keep it over base of support when using the ball.

- position
- 360° - full turn
- adjust
- centre
- spot

Counter Balance: In Pairs

Skill progression	PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE	PROGRESSION OF VOCABULARY	
	Declarative	Procedural	Key Vocabulary	
	1. Sit holding hands with toes touching, lean in together then apart with... 2. Sit holding 1 hand with toes touching, lean in together then apart with... 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side with...	● balance maintained throughout. ● smooth, controlled movements. ● coordinated movements with partner.	● Keep tummy tight. ● Keep back straight and head up. ● Hold on to your partner's forearms.	● toes ● rock ● lean ● side-to-side
	1. Hold on and, with a long base, lean back, hold balance and then move back together with... 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together with...	● balance maintained throughout. ● smooth, controlled movements. ● coordinated movements with partner.	● Keep tummy (core muscles) tight and body straight throughout. ● Hold with straight arms when leaning back. ● Hold on to partner's forearms and maintain a long base.	● long base ● hold balance ● long base ● core muscles
	Expected - end of Key Stage 1			
	1. Hold on and, with a short base, lean back, hold balance and then move back together with... 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with... 3. Perform above challenges with eyes closed with...	● balance maintained throughout. ● smooth, controlled movements. ● coordinated and controlled movements with partner.	● Keep tummy (core muscles) tight and body straight throughout. ● Hold with straight arms when leaning back. ● Hold on to partner's forearms and keep a short base.	● short base ● forearm ● perform ● coordinated

Expected - end of lower Key Stage 2

1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with...
2. Stand on 1 leg while holding on to partner's opposite foot with...

- balance maintained throughout.
- smooth, controlled movements.
- coordinated movements with partner.

- Keep core muscles tight.
- Keep body straight, looking at partner throughout, and hold balance.
- Start by leaning in and then slowly lean back using smooth, controlled movements.

- controlled
- counterbalance
- movements

Expected - end of upper Key Stage 2

1. Complete all blue challenges with eyes closed with...
2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together with...
3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms with...

- balance maintained throughout.
- smooth, controlled movements.
- coordinated movements.

- Keep core muscles tight and focus on partner.
- Keep body straight and maintain balance throughout.
- Start by leaning in and then slowly lean back using smooth, controlled movements.

- maintain
- taut
- trust
- smooth

1. Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position with...
2. Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position with...

- balance maintained throughout.
- smooth, controlled movements.
- coordinated movements.

- Make sure core muscles are tight.
- Keep body straight throughout.
- Start by leaning in and then slowly lean back using smooth, controlled movements.

- facing
- position
- swap
- communication

Coordination: Sending And Receiving

Skill progression	PROGRESSION OF SKILL		PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY	
	Declarative		Procedural		Key Vocabulary	
	1. Roll large ball and collect the rebound with... 2. Roll small ball and collect the rebound with... 3. Throw large ball and catch the rebound with 2 hands with...	● accuracy when sending. ● appropriate power/weight when sending. ● a good position when receiving.	● Look at partner. Use backswing and follow through. ● Adopt a good 'ready position' (weight on balls of feet, wide base). ● Keep eyes focused on the ball.	● roll ● partner ● ready position ● rebound ● backswing ● power ● weight		
	1. Throw tennis ball, catch rebound with same hand after 1 bounce with... 2. Throw tennis ball, catch rebound with same hand without a bounce with... 3. Throw tennis ball, catch rebound with other hand after 1 bounce with... 4. Throw tennis ball, catch rebound with other hand without a bounce with... 5. Strike large, soft ball along ground with hand 5 times in a rally with...	● accuracy when sending. ● appropriate power/weight when sending. ● a good position when receiving.	● Explore and experiment with the speed you send the ball. ● Move feet to get in line with the ball when receiving. Try to have 'soft hands' when catching. ● Keep eyes focused on the ball.	● strike ● along the ground ● catch ● rally ● bounce ● throw ● soft hands		
	Expected - End of Key Stage 1					
	1. Strike a ball with alternate hands in a rally with... 2. Kick a ball with the same foot with... 3. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning with...	● accuracy and weight when sending. ● a good position when receiving. ● fluency/rhythm throughout.	● Vary the speed you send the ball to find which is most effective. ● Watch the ball and move feet to get in line with the ball when receiving. Keep eyes focused on the ball. ● Use backswing and follow through when striking/ kicking.	● alternately ● same foot ● position ● kick ● return ● accuracy		

Expected - end of lower Key Stage 2

1. Alternately throw and catch 2 tennis balls against a wall with...
2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over) with...
3. Throw 2 tennis balls against a wall in a circuit, in both directions with...

- accuracy and weight of throws.
- fluency/rhythm throughout.
- a good position when receiving.

- Explore the strength of your throw to work out how much force is needed.
- Take up a balanced position, making sure hands are in a good ready position.
- Try repeating several times.

- cross-over
- opposite
- consistency
- circuit
- fluency
- repeatable

Expected - end of upper Key Stage 2

1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes with...
2. With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds with...

- movement and timing to get in a good position.
- accuracy and weight of throws.
- fluency/rhythm throughout.

- Adopt a 'ready position' and communicate with partner so you know when they are ready.
- Focus on accuracy and speed of passes/throws.
- Keep this going in a circuit for 30 seconds.

- communicate
- speed
- pass
- movement

1. Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously with...
2. Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously with...

- movement and timing to get in good position.
- accuracy and weight of throws.
- fluency/rhythm throughout.

- Think about whether you need to control the ball with your feet first/let the tennis ball bounce.
- Focus on accuracy and speed of passes/volleys.
- With a partner, simultaneously volley a tennis ball with a racket and pass a ball along the ground for 30 seconds maintaining the quality of each movement.

- timing
- focus
- balls of feet

Coordination: BallSkills

Skill progression	PROGRESSION OF SKILL		PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY	
	Declarative		Procedural		Key Vocabulary	
	1. Sit and roll a ball along the floor around body using 2 hands with... 2. Sit and roll a ball along the floor around body using 1 hand (right and left) with... 3. Sit and roll a ball down legs and around upper body using 2 hands with... 4. Stand and roll a ball up and down legs and round upper body using 2 hands with...	● ability to move the ball in both directions. ● control of the ball maintained throughout. ● smooth movements with the ball.	● Use fingers to move the ball. ● Keep tummy tight and weight through your bottom. ● Focus on moving the ball smoothly rather than on speed.	● sit ● along ● hand ● roll ● around ● right		
	1. Sit and roll a ball up and down legs and round upper body using 1 hand with... 2. Stand and roll a ball up and down legs and round upper body using 1 hand with...	● ability to move the ball in both directions. ● control of the ball maintained throughout. ● smooth movements with the ball.	● Move the ball with fingertips. ● Focus on maintaining good balance throughout. ● Perform movements smoothly and then gradually increase speed.	● upper body ● legs ● down ● stand ● up		
	Expected - end of Key Stage 1					
	In 20 seconds or less: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) with... 2. Move a ball round waist 17 times with... 3. Stand with legs apart and move a ball around alternate legs 16 times with...	● control of the ball maintained throughout. ● ability to complete challenges in both directions consistently and smoothly. ● smooth movements with the ball.	● Move the ball with fingers, avoiding it touching body. ● Focus on maintaining good balance and looking straight ahead throughout. ● Perform movements smoothly and then gradually increase speed.	● tummy ● around ● alternate ● apart ● height		

Expected - end of lower Key Stage 2

In 20 seconds or less:

1. Stand with legs apart and move ball in figure of 8 around both legs 12 times with...
2. Move ball around waist into figure of 8 around both legs 10 times with...
3. Move ball around waist and then around alternate legs 12 times with...
4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce with...

- smooth movements with the ball.
- ability to complete challenges in both directions consistently and smoothly.
- fluidity when changing hands.

- Keep ball moving and away from body.
- Keep head up, looking forward.
- Concentrate on performing the movements smoothly to begin with and then gradually increase their speed.

- waist
- criss-cross catches
- bounce
- direction
- figure of 8
- complete
- fluidity

Expected - end of upper Key Stage 2

In 20 seconds or less:

1. Stand with legs apart and complete 20 front to back catches with a bounce in between with...
2. Perform above 30 times without ball bouncing in between. with...
3. Complete above tasks with head up throughout with...
4. Complete 11 overhead throw and catches with...

- smooth movements with the ball.
- ability to complete challenges in both directions consistently and smoothly.
- fluidity when changing hands.

- Concentrate on performing movements smoothly and with control.
- Keep back straight throughout.
- Focus on using 'soft hands' throughout.

- front to back catches
- overhead throws
- soft hands

In 20 seconds or less:

1. Complete 12 long circles (forwards and then backwards) with...
2. Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions) with...

- smooth movements with the ball.
- ability to complete challenges in both directions consistently and smoothly.
- fluidity when changing hands.

- Perform movements smoothly and with control.
- Try to develop a good rhythm when completing the challenges.
- Concentrate on weight of throws, avoiding throwing the ball too hard, and move your hands into position, support.

- long circles
- opposite
- combine

Coordination: Footwork

Skill progression

Progression of Skill

Progression of Knowledge

Progression of Vocabulary

Declarative

Procedural

Key Vocabulary

1. Side-step in both directions with...
2. Gallop, leading with either foot with...
3. Hop on either foot with...
4. Skip with...

- good control.
- good balance.
- smooth movements.

- Keep head up.
- Bend knees to help you balance.
- Work off balls of feet.

- fluency
- gallop
- side-step
- control
- hop
- skip
- directions
- forwards
- backwards

1. Combine side-steps with 180° front pivots off either foot with...
2. Combine side-steps with 180° reverse pivots off either foot with...
3. Skip with knee and opposite elbow at 90° angle with...
4. Hopscotch forwards and backwards, hopping on the same leg (right and left) with...

- balance and control throughout.
- fluent, smooth movements.
- movements performed in both directions/on both sides.

- Keep head up and back straight.
- Work off balls of feet looking straight ahead.
- Bend knees to push off and land.

- 180° - half turn
- combine
- opposite
- half turn
- pivot
- elbow
- hopscotch
- 90° - quarter turn

Expected - end of Key Stage 1

1. Hopscotch forwards and backwards, alternating hopping leg each time with...
2. Move in a 3-step zigzag pattern forwards with...
3. Move in a 3-step zigzag pattern backwards with...

- balance and control throughout.
- fluent and smooth movements.
- movements performed in both directions/on both sides.

- Keep head up and back straight.
- Work off balls of feet and increase speed when ready.
- Bend knees and use arms to help you balance.

- alternating
- pattern
- 3 step
- speed
- zigzag
- increase

Expected - end of lower Key Stage 2

1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg with...
2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with...
3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with...

- smooth, controlled movements.
- fluency and rhythm.
- movements performed in both directions/on both sides.

- Keep head up and back straight throughout.
- Keep feet close to the ground as you move.
- Bend knees and use arms to help you balance.

- knee raise
- fluent
- consistent
- maximum speed
- rhythm
- performs
- across

Expected - end of upper Key Stage 2

1. Move in 3-step zigzag pattern while alternating knee raise and foot behind with...
2. Move backwards in 3-step zigzag pattern with cross-over (swerve) with...
3. Move backwards in 3-step zigzag pattern with knee raise across body with...

- smooth, controlled movements.
- fluency and rhythm.
- movements performed in both directions/on both sides.

- Keep head up and back straight throughout.
- Try to develop a good rhythm and perform the movements smoothly and with control.
- Bend knees and use arms to help you balance.

- alternative
- controlled
- smooth
- swerve

1. Move backwards in 3-step zigzag pattern with foot behind with...
2. Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind with...

- smooth, controlled movements.
- fluency and rhythm.
- movements performed in both directions/on both sides.

- Keep head up and back straight throughout.
- Try to develop a good rhythm and perform the movements smoothly and with control.
- Focus on keeping feet close to the ground as you move.

- practice (noun)
- encouragement

Agility: Ball Chasing

	PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative		Procedural	Key Vocabulary
Skill progression ↓	1. Roll a ball, chase and collect it in balanced position facing opposite direction with... 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction with...	● control when starting and stopping quickly. ● timing to get in the right position. ● balance/control when collecting the ball.	● Take up a good ready position and push off hand. ● Keep head steady and watch the ball. ● Try rolling the ball at different speeds to get the right challenge.	● roll ● collect ● chase
	1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction with... 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction with...	● control when starting and stopping quickly. ● timing and movement to get in the right position. ● balance/control when collecting the ball.	● Start quickly and accelerate by pushing hard with feet. ● Drive arms from 'hips to lips' to help you accelerate. ● Keep watching the ball and concentrate on timing so you arrive at the right time.	● seated ● position ● accelerate ● lying ● bouncing
	Expected - end of Key Stage 1			
Skill p	1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with... 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with... 3. Complete above challenges with tennis ball with...	● control when starting and stopping quickly. ● timing and movement to get in the right position. ● balance/control when collecting the ball.	● Accelerate by pushing off hard with feet and driving arms from 'hips to lips'. Bend knees as you allow the ball to go through your legs. ● Keep watching the ball and concentrate on timing so you arrive at the right time. ● Move feet quickly to get in the collecting position in good time.	● hips to lips ● driving arms

Expected - end of lower Key Stage 2

1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction with...
2. Perform above challenge with tennis ball with...
3. Roll and chase large ball, stopping it with head in front support position facing opposite direction with...

- ability to turn over either shoulder.
- timing to get in the right position.
- balance/control when collecting the ball.

- Start quickly by pushing off hard with feet and by driving arms ("hips to lips"). Slow down to get into position.
- Run well past the ball to give you more time.
- Get into a stable position as early as you can. Move feet quickly to get into the collecting position.

- long barrier
- topping
- knee sideways

Expected - end of upper Key Stage 2

1. Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce with...
2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce with...

- ability to turn over either shoulder and catch the ball.
- timing to get in the right position.
- balance/control when collecting the ball.

- When facing partner, turn with a reverse pivot, bend knees and push off.
- When facing away from partner, use peripheral vision to spot the ball and react quickly.
- Move feet quickly to get into the collecting position.

- react
- peripheral vision
- pivot

1. Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce with...
2. Perform above challenge but catch ball on instep of foot and lower it to the ground with...

- ability to turn over either shoulder and catch the ball between the knees.
- timing to get in the right position.
- balance/control when collecting the ball.

- Move quickly by bending knees and pushing off.
- Try to spot the ball and react as quickly as possible.
- Move feet quickly to get into collecting position.

- instep
- challenge
- spot

Agility: Reaction And Response

	PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative		Procedural	Key Vocabulary
Skill progression	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with...	● quick reaction. ● quick, controlled movement. ● control when slowing down after catch.	● Push off hard with feet. ● Keep head steady and watch the ball. ● Move feet to get to the ball, rather than stretching, and bend knees.	● react ● shoulder height ● catch
	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce with...	● quick reaction. ● quick, controlled movement. ● control when slowing down after catch.	● Start quickly and accelerate by pushing off hard with feet. ● Take up ready position with knees bent and feet apart (front to back). ● Bend knees to help you slow down.	● bounce ● quickly ● ready position ● dropped ● accelerate
	Expected - end of Key Stage 1			
	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with...	● quick reaction. ● quick, controlled movement. ● control when slowing down after catch.	● Start quickly and accelerate by pushing off hard with feet and looking forwards. ● Take up a ready position with knees bent and feet apart (front to back). ● Bend the knee on 'catching leg' and take weight back to enable you to stop quickly. (core muscles) tight and back straight.	● weight ● catching leg ● feet apart
Skill prog	Expected - end of Lower Key Stage 2			
	From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce with...	● quick reaction and good acceleration. ● quick, controlled movement. ● balance and control after catch.	● In the ready position, start quickly and accelerate by pushing off hard with feet. ● React and move early to give you time to get balanced. ● Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position.	● pushing off hard ● extend ● react

Expected - end of upper Key Stage 2

From 1, 2 and 3 metres:

1. React to call from partner when they drop a ball, turn and catch it after 1 bounce with...
2. Perform above challenge but react to sound of the bounce rather than call with...

- quick reaction and good acceleration.
- quick, controlled movement.
- balance and control after catch.

- Reverse pivot, bend knees and push off to turn and move quickly.
- Move feet quickly to get into the catching position.
- Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching.

- sound
- reverse pivot
- challenge

From 1, 2 and 3 metres:

1. React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg with...
2. Perform above challenge but react to sound of bounce rather than call with...
3. Perform above challenges, but also step across body and bring hand across body to catch ball with one hand with...

- quick reaction and good acceleration.
- quick, controlled movement.
- balance and control after each catch.

- Reverse pivot, bend knees and push off to turn and move quickly.
- Bend knees to help you stop quickly and get into balanced position when catching.
- Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching.

- front leg across
- enable
- contralateral