



PE PROGRESSION

Year	R	1	2	3	4	5	6
<p>GAMES</p>	<p>travel confidently in a range of ways and directions, such as walking, running, jumping, hopping, skipping, galloping and sliding showing an awareness of space</p> <p>show good control and coordinate my movements when using small and large equipment in a range of ways, for example - steering a ball along the ground with hands, feet, body parts or a bat, sending equipment by sliding, rolling, throwing, kicking or hitting, receiving equipment with my hands, feet or with a bat, aiming at a target/ receiver</p> <p>play small-sided games following simple rules</p>	<p>ravel in different ways and directions, with or without equipment, with control - master basic movements and apply these in a range of activities</p> <p>show good control and coordinate my movements when using small and large equipment in a range of ways, for example - track and receive a ball, bounce a ball with control, throw and catch a ball and hold a racket correctly and use it to control a bean-bag or ball in a variety of ways. - apply my bat and ball skills to play a small-sided game</p> <p>show some basic understanding of attacking and defending such as</p> <p>I can think about using space in a team game</p> <p>I can mark another player</p> <p>I can defend the space between players</p> <p>I can pass a ball to another player</p> <p>I can get past a defender</p>	<p>choose and use the best space in a game, for example</p> <p>use space when passing and receiving in a game</p> <p>perform learnt skills with increasing control and coordination, for example - hold a bat with some support and show some control when hitting a ball,</p> <p>throw a ball underarm over a short distance, kick a ball whilst moving, catch a ball with two hands, stop a ball</p> <p>choose the appropriate skill for the task – for example which throwing technique to use</p> <p>combine my skills and apply them in a game situation such as begin to use throwing, catching and kicking skills in a game with some success</p> <p>cooperate with others to play a team game, taking on different roles with support.</p> <p>understand the importance of rules in games and be able to follow the</p> <p>begin to use and understand the terms attacking and defending</p> <p>use at least one technique to attack or defend to play a game successfully, for example – dodging, marking, creating space</p>	<p>confidently demonstrate a number of games related skills showing precision, accuracy and variety, for example</p> <p>moving with a ball, catching a ball, passing and throwing a ball, hitting and striking a ball - successfully apply my skills within a game situation, even when under pressure, demonstrating I can select and use the most appropriate skill</p> <p>apply skills to enable me to be successful in a game situation, for example hitting into space to challenge an opponent</p> <p>use simple attacking and defending skills in a game, for example</p> <p>keeping and winning back possession of the ball in a team game, finding useful space and getting into it to support teammates - apply and follow rules fairly</p>	<p>travel at appropriate speeds throughout a game</p> <p>use a range of techniques to pass equipment, considering direction and speed of the pass, to who and when</p> <p>receive a range of passes</p> <p>demonstrate my awareness of attacking principles such as the importance of territory, zones and keeping possession as a team</p> <p>demonstrate my awareness of defending principles such as recognising how to defend/intercept the ball, marking and tackling</p> <p>Contribute towards helping my team to keep and win back possession of the ball in a team game.</p> <p>follow rules for different categories of games</p>	<p>demonstrate an increasing awareness of space</p> <p>accurately and consistently perform, apply and link skills under pressure in a variety of game situations, knowing when and where each skill is appropriate.</p> <p>These skills include:</p> <p>Different ways to deliver and receive a range of passes</p> <p>different ways of throwing and catching</p> <p>different techniques to hit a ball</p> <p>different ways to dribble</p> <p>different ways to shoot</p> <p>different fielding skills to prevent the other team from scoring - take part in competitive games with a strong understanding of tactics and composition, choosing the best tactics for attacking and defending, for example how to keep and win back possession of the ball effectively in a team game</p>	<p>demonstrate a good awareness of space -</p> <p>perform and apply a variety of skills and techniques confidently, consistently and with precision</p> <p>use ball skills in various ways in a game situation, and link these skills together effectively with fluency, for example - throw and catch accurately and successfully under pressure in a game, choose and make the best pass in a game situation, pass and receive the ball on the move</p> <p>think ahead and create a plan of attack or defence, for example</p> <p>keep and win back possession of the ball effectively and in a variety of ways in a team game</p> <p>apply knowledge of skills for attacking and defending, for example - work as a team to develop fielding strategies to prevent the opposition from scoring</p> <p>follow and create complicated rules to play a game successfully</p>

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Gymnastics	<p>recognise the basic shapes in gymnastics</p> <p>experiment with different ways of moving</p> <p>travel with confidence and skill around, under, over and through balancing and climbing equipment negotiating space successfully, adjusting speed or changing direction to avoid obstacles -</p> <p>Jump and land with confidence in a range of ways, including jumping off an object and landing appropriately, jumping or hopping from one space to another</p> <p>balance momentarily on one foot when shown</p> <p>join a range of movements to create a short sequence of movements</p>	<p>recognise and copy contrasting shapes (small/tall, narrow/wide) -</p> <p>Hold still shapes and simple balances -</p> <p>ravel safely in different ways, changing direction and speed, recognising and using space appropriately</p> <p>travel on apparatus with some control and care, moving around, under, over, and through different objects and equipment</p> <p>perform a range of simple jumps, landing safely</p> <p>control my body when rolling in different ways</p> <p>create and perform a movement sequence, with some consideration given to the beginning, middle and end</p>	<p>hold a still shape whilst balancing on different points of the body</p> <p>take my weight on my hands</p> <p>travel in a variety of ways, including rolling (egg roll, log roll, teddy bear roll), moving with increasing control and care.</p> <p>jump in a variety of ways (straight jump, tuck jump, pencil jump, pike and straddle jump) and land with increasing control and balance - climb onto and jump off the equipment safely</p> <p>copy, explore and remember actions and movements to create my own sequence with coordination and varying speed and levels, with a beginning, middle and end</p>	<p>create interesting body shapes while holding balances with control and confidence and whilst developing the quality of my actions</p> <p>I can take my weight on my hands holding a stable position</p> <p>travel in a variety of ways with coordination, control and care and use turns whilst moving</p> <p>confidently use a range of jumps making basic shapes in the air</p> <p>perform safely using the apparatus with some confidence</p> <p>link combinations of actions with increasing confidence, including changes of direction, speed or level and with smooth transitions</p> <p>choose ideas to compose a movement sequence independently and with others developing the quality of my actions in my perfor-</p>	<p>perform and apply skills and techniques with control and accuracy, moving with clarity, fluency and expression</p> <p>show changes of direction, speed and level when travelling in different ways using flight</p> <p>develop good technique when travelling, balancing and using equipment</p> <p>use an increasing range of actions, directions and levels in my sequences performing with fluency and expression</p> <p>create longer more complex sequences</p>	<p>perform and apply skills and techniques consistently using a variety of travelling, jumps, shapes, rolls and balances fluently and with control</p> <p>confidently develop the placement of my body parts in balances, recognising the position of my centre of gravity and where it should be in relation to the base of the balance -</p> <p>combine equipment with movement to create sequences</p> <p>select ideas to compose specific sequences of movements, shapes and balances and adapt my sequences to fit new criteria or suggestions.</p> <p>perform my own longer, more complex sequences in time to music</p>	<p>demonstrate precise and controlled placement of body parts in my actions, shapes and balances</p> <p>apply and perform skills and techniques consistently, showing fluency, precision and control</p> <p>confidently use equipment and incorporate this into sequences.</p> <p>create and perform my own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, performed in time to music.</p> <p>create and perform a group sequence by linking complex shapes, movements and balances and using apparatus effectively</p>

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DANCE	<p>recognise and use a variety of body shapes</p> <p>travel in different ways and in different directions, creating pathways</p> <p>combine and join a range of dance actions showing different levels, remembering them to create a short dance, for example</p> <p>travel, rise and fall using different speeds - show that I am aware of the space around me and can move safely about the room</p> <p>respond to a range of stimuli</p>	<p>perform using a range of actions such as turning, jumping, travelling in different ways, shape, stillness and gesture with some co-ordination</p> <p>make different shapes with my body and with others</p> <p>vary speeds, levels, directions, and pathways</p> <p>dance in different formations</p> <p>copy and perform simple phrases and rhythm patterns</p>	<p>show some understanding of how dynamics can be used to express moods/feelings by changing the speed, weight and size of my movements</p> <p>improvise and create a short motif inspired by a stimulus</p> <p>remember and repeat short dance phrases and simple routines</p> <p>move in time to music</p> <p>dance in different formations to communicate different ideas</p> <p>synchronise actions with a partner when dancing a duet</p>	<p>perform body actions with fluency, control and coordination using dynamic, rhythmic and expressive qualities</p> <p>respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement</p> <p>dance with a partner or small group to communicates moods, ideas and feelings using simple compositional devices</p> <p>have a basic understanding of styles of dance</p>	<p>identify and repeat the movement patterns and actions of a chosen dance style with precision and control</p> <p>show an awareness of both rhythm and beat and use these when composing my own dances</p> <p>confidently improvise with a partner or on their own</p> <p>compose longer more complex dance sequences in a small group deliberately using at least two different dance techniques</p>	<p>adapt and refine the way I use weight, space and rhythm in my dances to express myself</p> <p>compose motifs and plan dances creatively and collaboratively in groups</p> <p>remember, practise and combine complex dance phrases.</p> <p>perform different styles of dance clearly and fluently with accuracy and precision</p>	<p>use dynamic, rhythmic and expressive qualities clearly and with control</p> <p>use movement to explore and communicate ideas and issues, and my own feelings and thoughts</p> <p>perform to an accompaniment expressively and sensitively, with fluency, control and accuracy</p> <p>work creatively and imaginatively on my own, with a partner and in a group to compose motifs and structure more complex dances</p>

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ATHLETICS	<p>run in different ways with confidence and control for a variety of purposes, for example slow and fast</p> <p>jump in a range of ways, landing safely, for example using different foot patterns</p> <p>throw underarm with some coordination and accuracy when aiming at a target</p> <p>vary my pace and speed when running, showing good posture and balance</p> <p>show the difference between sprinting and jogging</p> <p>show a variety of throwing techniques e.g. throw underarm and overarm</p>	<p>run with confidence beginning to select the most suitable, technique, pace and speed for distance</p> <p>be able to maintain and control a run over different distances</p> <p>throw different types of equipment in different ways, for accuracy, height and distance.</p> <p>throw a ball towards a target with increasing accuracy</p> <p>perform different types of jumps, e.g. 1-1, 1 – other 1, 2 – 2</p> <p>jump and land safely and with confidence and control</p>	<p>run with confidence beginning to select the most suitable, technique, pace and speed for distance</p> <p>be able to maintain and control a run over different distances</p> <p>throw different types of equipment in different ways, for accuracy, height and distance.</p> <p>Combine different jumps together with some fluency and control, jumping for distance from a standing position with accuracy and control and using the arms to jump for height</p>	<p>identify and demonstrate how different techniques can affect my performance</p> <p>understand the importance of adjusting running pace to suit the distance being run</p> <p>run consistently and smoothly at different speeds</p> <p>throw with greater control and accuracy, showing increasing success in my overarm throw</p> <p>perform a push throw - use one and two feet to take off and to land with</p> <p>perform the standing long jump with some control</p> <p>compete against myself and others and demonstrate some improvements to achieve my personal best</p>	<p>describe how the body reacts at different times and how this affects performance</p> <p>run demonstrating good running posture and technique and run at a faster pace for a longer period of time</p> <p>confidently demonstrate a technique for sprinting and how to complete an effective sprint finish</p> <p>perform a relay, focusing on the baton changeover technique, speeding up and slowing down</p> <p>measure the distance of my throws and jumps</p> <p>throw and jump with more control, accuracy and efficiency</p> <p>throw and retrieve implements safely</p> <p>show how the weight and shape of an object affects its flight path</p> <p>jump for distance from</p>	<p>refine my technique for sprinting, focusing on an effective sprint start</p> <p>select the most suitable pace for the distance and my fitness level in order to maintain a sustained run</p> <p>perform a fling throw. -</p> <p>perform an effective standing long jump</p> <p>perform the standing triple jump with increased confidence</p>	<p>maintain a good running technique whilst in a competitive situation including building up speed for a sprint finish, accelerating to pass other competitors and working as a team to competitively perform a relay</p> <p>maintain a good jumping technique whilst in a competitive situation maintaining control at each of the different stages of the jumps</p> <p>maintain a good throwing technique whilst in a competitive situation including throwing accurately and with consideration for safety</p>

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Outdoor Adventurous Activities	N/a	N/A	N/A	<p>choose simple approaches to solve the problems I am set, realising that activities need thinking through and recognise planning is useful</p> <p>describe what orienteering is</p> <p>orientate myself with increasing confidence and accuracy around a short trail, identifying symbols used on a key</p> <p>communicate effectively with my team members</p> <p>explain what teamwork involves and demonstrate some teamwork skills to help achieve a goal</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>choose sensible skills and approaches for the challenges set</p> <p>confidently orientate myself and my partner / team around a short trail</p> <p>work effectively as part of a team, taking on different roles</p>	<p>use skills with control in problem solving activities</p> <p>start to orientate myself with increasing confidence and accuracy around an orienteering course</p> <p>complete orienteering activities successfully, using a map to complete a course, both individually and as a member of a team</p> <p>communicate clearly and effectively with others</p>	<p>Use physical and teamwork skills well in a variety of different challenges</p> <p>successfully compete in orienteering activities both as part of a team and independently</p> <p>consistently communicate effectively and clearly with others as appropriate using verbal and non-verbal communication</p>

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SWIMMING							<p>By the end of KS2 I should.:</p> <ul style="list-style-type: none"> use different arm and leg movements to propel through the water control my breathing and am comfortable on the surface and under the water answer 3 questions on the water safety code enter the water safely by jumping in and exit from the side use a range of strokes effectively (10m) begin to use safety techniques such as floating and sculling enter and exit deep water safely swim competently and confidently for 25m perform a safe self-rescue use personal survival techniques, e.g. floating, sculling and surface diving