

Physical Education Progression



	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Have a good level of physical fitness and understand the importance of this in promoting their long-term health. They are able to remain physically active for long periods of time and lead healthy lifestyles by eating sensibly and exercising regularly.</p>						
Mastering Skills and techniques	Games						
	<p>Move with developing control and co-ordination in a range of ways - running, jumping, hopping, skipping.</p> <p>Develop confidence and precision in a range of ball skills including: rolling, throwing, catching, kicking, passing, batting, and aiming</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p>	<p>Develop rolling, hitting, running, jumping, catching and kicking skills.</p> <p>Begin to develop tactics.</p> <p>Strike a ball and field with control and accuracy</p> <p>Begin to lead others when appropriate.</p>	<p>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>Use the terms 'opponent' and 'team-mate'.</p> <p>Strike a ball and field with control and accuracy</p> <p>Develop tactics.</p> <p>Lead others when appropriate.</p> <p>Develop fair play and being respectful towards other players.</p> <p>Understand the roles of team members and the role of what each member plays.</p>	<p>Kick, throw and catch with control and accuracy.</p> <p>Develop use of tactics to cause problems for the opposition.</p> <p>Strike a bowled or volleyed ball.</p> <p>Follow the rules of the game and play fairly.</p> <p>Develop play for possession.</p> <p>Pass to team mates.</p> <p>Develop leadership skills and act as a respectful team member.</p> <p>Use forehand and backhand when playing racket games.</p>	<p>Throw and catch with control and accuracy.</p> <p>Strike a bowled or volleyed ball with accuracy.</p> <p>Choose appropriate tactics to cause problems for the opposition.</p> <p>Follow the rules of the game and play fairly.</p> <p>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>Pass to team mates with an understanding of tactical choices.</p> <p>Lead others and act as a respectful team member.</p> <p>Use forehand and backhand when playing racket games.</p>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Work alone, or with team mates in order to gain points or possession.</p> <p>Field, defend and attack tactically by noticing the direction of play.</p> <p>Choose the most appropriate tactics for a game including striking and fielding games.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p>	<p>Accurately choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>Work alone, or with team mates in order to gain points, possession or advantage</p> <p>Field, defend and attack tactically by anticipating the direction of play.</p> <p>Choose the most appropriate tactics for a game including striking and fielding games.</p> <p>Uphold the spirit of fair play and respect in all competitive situations.</p> <p>Lead others when called upon and act as a good role model within a team.</p>

							Understand the importance of strategic play.
Dance							
Copy and remember simple moves and positions	Copy and remember moves and positions.	Copy and remember more complex moves and positions.	Plan, perform and repeat sequences.	Plan, perform and repeat sequences.	Plan, perform and repeat sequences.	Compose creative and imaginative dance sequences with precision.	Compose creative and imaginative dance sequences with precision.
Move with developing control and co-ordination.	Move with control and coordination.	Move with careful control and coordination.	Move in a clear, fluent and expressive manner.	Move in a clear, fluent and expressive manner.	Move in a clear, fluent and expressive manner.	Perform holding a precise and strong body posture.	Perform expressively and hold a precise and strong body posture.
Respond to what they have heard, expressing their thoughts and feelings.	Link two or more actions to perform a sequence.	Link more than two actions to perform a sequence.	Refine movements into short sequences.	Refine movements into longer sequences.	Refine movements into longer sequences.	Perform and create short complex sequences.	Perform and create longer complex sequences.
Link two or more actions to perform a sequence	Choose movements to communicate a mood, feeling or idea.	Choose a combination of movements to communicate a mood, feeling or idea.	Create dances and movements that convey a definite idea.	Create dances and movements that convey a definite idea.	Create dances and movements that convey a definite idea.	Express an idea in imaginative ways.	Express an idea in original and imaginative ways.
Move in time with music- when appropriate			Change speed and levels within a performance.	Change speed, levels or mood within a performance.	Change speed, levels or mood within a performance.	Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.	Plan and perform with high energy, slow grace or other themes and maintain this throughout a piece.
Perform dances solo and in groups.			Begin to develop physical strength and suppleness by practising moves and stretching.	Begin to develop physical strength and suppleness by practising moves and stretching.	Understand that physical strength and suppleness comes by practising moves and stretching.	Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).	Integrate seamlessly complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
Use large-muscle movements to wave ribbons, flags, pompoms							
Gymnastics							
Balance on different points of the body with increasing	Copy and begin to remember actions.	Copy and remember actions.	Plan, perform and repeat sequences.	Refine movements into sequences.	Refine movements into sequences.	Create complex sequences that include a full range	Create complex and well-executed

<p>control , including balancing on one leg</p> <p>Move confidently and with developing control in a range of ways- crawl, roll, slide, climb, jump</p> <p>Link two actions to make sequence</p> <p>Roll sideways in a range of ways.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a groups.</p> <p>Climb apparatus using alternate feet and to an appropriate height.</p> <p>Jump off apparatus safely , landing with</p>	<p>Move with some control and develop an awareness of space.</p> <p>Link two or more actions to make a sequence.</p> <p>Roll forwards and sideways.</p> <p>Balance on different points of the body.</p> <p>Climb safely on equipment to an appropriate height.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Move with increasing control and awareness of space.</p> <p>Link three or more actions to make a sequence.</p> <p>Show contrasts (such as small/tall, straight/curved and wide/narrow).</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Hold a position whilst balancing on different points of the body.</p> <p>Climb and hang safely on equipment with co-ordination.</p> <p>Stretch and curl to develop flexibility.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>Move in a clear and expressive manner</p> <p>Show changes of direction, speed or level during a performance.</p> <p>Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>Swing from equipment safely using hands.</p>	<p>Move in a clear, fluent and expressive manner</p> <p>Show control when changing of direction, speed and level during a performance.</p> <p>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</p> <p>Show a kinaesthetic sense in order to improve the placement and alignment of body parts.</p> <p>Swing from equipment safely.</p>	<p>of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>Hold shapes that are strong.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Practise and refine the gymnastic techniques used in performances (listed above).</p> <p>Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p>	<p>sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>Hold shapes that are strong, fluent and expressive.</p> <p>Vary speed, direction, level and body rotation during floor performances.</p> <p>Include in a sequence set pieces, choosing the most appropriate linking elements.</p> <p>Demonstrate confident kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p> <p>Use equipment to vault and to swing (remaining upright).</p>
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increasing control and balance						
Swimming						
	<p>Swim with flotation up to 5 metres on front and back.</p> <p>Use one basic technique, breathing correctly.</p> <p>Begin to control leg movements.</p> <p>Begin to develop confidence to submerge under water.</p>	<p>Swim unaided up to 5 metres on front and back.</p> <p>Begin to develop a range of strokes, breathing correctly.</p> <p>Control leg movements.</p> <p>Use mushroom and star floats.</p>	<p>Swim 25 metres unaided.</p> <p>Use one stroke and coordinate breathing as appropriate.</p> <p>Coordinate leg and arm movements in one stroke.</p> <p>Begin to swim below the water.</p>	<p>Swim 25 metres unaided in front crawl and backstroke.</p> <p>Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</p> <p>Coordinate leg and arm movements in at least one stroke.</p> <p>Swim at the surface and below the water.</p>	<p>Swim 50 metres unaided in any stroke.</p> <p>Use breast stroke, front crawl and back stroke.</p> <p>Swim with controlled strokes.</p> <p>Begin to turn at the end of a length.</p> <p>Begin to use a dolphin kick.</p> <p>Swim for at least 2 metres under the water.</p>	<p>Swim 50 metres unaided in front crawl.</p> <p>Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>Swim fluently with controlled strokes.</p> <p>Turn efficiently at the end of a length.</p> <p>Swim with a push off for more than five metres under the water.</p> <p>Develop the techniques and understanding of butterfly stroke.</p> <p>Perform safe self-rescue in different water-based situations.</p>
Athletics						
Begin to run longer distances	Begin to develop stamina when	Develop different styles of running.	Sprint over a short distance up to 40 metres.	Sprint over a short distance up to 50 metres.	Sprint over a short distance up to 60 metres.	Sprint 75 metres.

	<p>Move with control and co-ordination in a range of ways - running, jumping, hopping, skipping.</p> <p>Begin to throw over a distance</p> <p>Compete with others and aim to increase their personal best.</p>	<p>running longer distances.</p> <p>To learn how to throw over a distance.</p> <p>To hop, skip and jump.</p> <p>Compete with others and aim to increase their personal best.</p>	<p>To learn how to throw over a distance accurately.</p> <p>To hop, skip and jump with control</p> <p>Compete with others and aim to increase their personal best.</p>	<p>Begin to run over longer distances.</p> <p>Develop a range of throwing techniques (such as under arm, over arm).</p> <p>Develop accuracy to hit a target or cover a distance.</p> <p>Jump in a number of ways for height and distance.</p> <p>Compete with others and aim to improve personal best performances over a period of time.</p>	<p>Run over a longer distance, conserving energy in order to sustain performance.</p> <p>Use a range of throwing techniques (such as under arm, over arm).</p> <p>Throw with accuracy to hit a target or cover a distance.</p> <p>Jump in a number of ways, developing height and distance.</p> <p>Compete with others and aim to improve personal best performances over a period of time.</p>	<p>Start to use low hurdles.</p> <p>Choose the best pace for running over a variety of distances.</p> <p>Throw accurately.</p> <p>Develop control in take-off and landings when jumping.</p> <p>Introduce movements of hop, skip and a jump.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>	<p>Choose the best pace for running over a variety of distances sustaining correct breathing and running techniques.</p> <p>Throw accurately and refine performance by analysing technique and body shape.</p> <p>Show control in take-off and landings when jumping in a variety of ways.</p> <p>Compete with others and keep track of personal best performances, setting targets for improvement.</p>
Outdoor and Adventurous Activities							
<p>FOREST SCHOOL</p> <p>Understand the need to arrive properly equipped for outdoor and adventurous activity.</p> <p>Begin to identify obvious risks with support.</p>	<p>FOREST SCHOOL</p> <p>Understand the need to arrive properly equipped for outdoor and adventurous activity.</p> <p>Begin to identify obvious risks with support.</p>	<p>FOREST SCHOOL</p> <p>Understand the need to arrive properly equipped for outdoor and adventurous activity.</p> <p>Begin to identify obvious risks.</p> <p>Ask for help and support when needed and begin to support others.</p>	<p>FOREST SCHOOL</p> <p>Arrive properly equipped for outdoor and adventurous activity.</p> <p>Identify a range of risks.</p> <p>Show an ability to both lead and form part of a team.</p>	<p>RESIDENTIAL</p> <p>Arrive properly equipped for outdoor and adventurous activity.</p> <p>Understand the need to show accomplishment in managing risks.</p> <p>Show an ability to both lead and form part of a team.</p>	<p>FOREST SCHOOL</p> <p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and begin to find ways to manage them, asking for and listening carefully to expert advice.</p>	<p>RESIDENTIAL</p> <p>Select appropriate equipment for outdoor and adventurous activity.</p> <p>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p>	

<p>Ask for help and support when needed.</p> <p>Begin to show resilience when plans do not work and initiative to try new ways of working.</p>	<p>Ask for help and support when needed.</p> <p>Begin to show resilience when plans do not work and initiative to try new ways of working.</p>	<p>Begin to show resilience when plans do not work and initiative to try new ways of working.</p>	<p>Support others and seek support if required when the situation dictates.</p> <p>Show resilience when plans do not work and initiative to try new ways of working.</p> <p>Begin to use maps, compasses and digital devices to orientate themselves.</p> <p>Remain aware of changing conditions and change plans</p>	<p>Support others and seek support if required when the situation dictates.</p> <p>Show resilience when plans do not work and initiative to try new ways of working.</p> <p>Use maps, compasses and digital devices to orientate themselves.</p> <p>Remain aware of changing conditions and change plans if necessary.</p>	<p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>Use a range of devices in order to orientate themselves.</p> <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
Play Leaders						
					<p>Think for themselves, take the initiative and become excellent young leaders by organising and officiating sport events for others. They motivate and instil excellent sporting attitudes in other pupils.</p>	<p>Think for themselves, take the initiative and become excellent young leaders by organising and officiating sport events for others. They motivate and instil excellent sporting attitudes in other pupils.</p>