

Progression in PE			
	EYFS	Year 1	Year 2
<b>Autumn Term</b>	<p><b>Fundamental movements/ Locomotion:</b> Health – to understand how PE affects their bodies and what happens. To listen and follow simple instructions e.g. stop, freeze, find a space. Move in a variety of ways over different equipment and surfaces e.g. walking, running, skipping, bounding, rolling.</p>	<p><b>To meet Physical challenges to solve tasks</b> <b>Choose and apply strategies to solve tasks</b> <b>To cooperate with others to achieve a joint purpose</b> <b>To be aware of safety for themselves and others</b> To be able to communicate ideas physically and verbally To be aware of safety for themselves and others Children able to think through and plans solutions to problems <b>Expression through Movement</b> <b>Awareness of space: Themselves &amp; others</b> <b>Control: Agility</b> Use changes in speed, direction &amp; level. Repeat and copy body shapes; Create &amp; repeat phrases with beginning middle &amp; end. Respond in movement to Stimuli, music, pictures and objects. Describe &amp; explain movements self &amp; others. <b>Moving in space with confidence and control</b> <b>Awareness of safety</b> <b>Appreciation of what looks and feels good</b> Perform basic travelling actions: rolling; jumping; sliding climbing. Hold body shapes in stillness. Link Shapes with Movement. Create &amp; repeat phrases with beginning middle &amp; end. Recognise: Body tension &amp; relaxation in self &amp; others. <b>Agility: Awareness of others; Control and accuracy</b> <b>Aiming/ Scoring</b> Controlling stopping; Changing direction – avoiding others. Sending a ball/ Receiving a ball.</p>	<p><b>Team building Activities</b> <b>Simple orienteering: Treasure / scavenger hunts</b> Problem-solving; teamwork; communication <b>Control/Coordination</b> <b>Perform a sequence with linked movements</b> Mood; feelings; ideas. Demonstrate a variety of movements <b>Rolling: forward; teddy bear; log rolls</b> <b>Balancing link movements to create sequences</b> Travel by rolling forwards, backwards &amp; sideways. Balancing on different points; stillness. <b>Skills: bouncing; rolling; kicking (large &amp; small balls)</b> <b>Working with partner</b> <b>Small sided games</b> <b>Send &amp; receive a ball</b> Be able to communicate a space. Communicate and use simple tactics. Gather &amp; intercepts a ball.</p>
<b>Spring Term</b>	<p>Continue:</p> <ul style="list-style-type: none"> <li><b>fundamental movements</b></li> <li><b>locomotion</b></li> </ul> <p>in storytelling in a progressive and fun way.</p> <ul style="list-style-type: none"> <li>Implementation: Using and manipulating equipment e.g. tennis rackets, balls, hockey sticks, hoops, swimming noodles.</li> </ul> <p>Working on progression in skills, such as throwing, catching, striking, kicking, dribbling.</p> <ul style="list-style-type: none"> <li>Introduce different body parts in fun games.</li> </ul>	<p><b>To use PE as a physical support to enhance learning in other areas on the curriculum</b> <b>Moving in space with confidence and control</b> <b>Awareness of safety</b> <b>Appreciation of what looks and feels good</b> Perform basic travelling actions: rolling; jumping; sliding climbing. Hold body shapes in stillness; Link Shapes with Movement <b>Control and Accuracy</b> Awareness of: Space; Themselves &amp; others; Understanding: Best place to be to stop a ball; Positioning the body when taking aim Change of speed, direction, stopping. Striking a ball with a variety of bats &amp; racquets. Collecting, Intercepting, hitting. <b>Expression through movement</b> <b>Awareness of Space, Themselves &amp; Others</b> <b>Control: Agility</b> Use changes in speed, direction &amp; level Repeat /copy body shapes. Create &amp; repeat phrases - beginning middle &amp; end Respond to Stimuli/Music/pictures/objects. Describe &amp; explain movements self &amp; others</p>	<p><b>Jumping</b> <b>Balance: points of contact</b> <b>Shapes, including partner work</b> Jump in a variety of ways landing with increasing control &amp; balance. Contrasts of height. Demonstrate shapes, e.g., straight, curved. <b>Skipping; Fitness circuits</b> <b>Running &amp; Tag games</b> Perseverance. Awareness of body and the effects of exercise. Set personal targets (reflect on performance). <b>Interception: Partner work; cooperation; tactics; special awareness (use of space)</b> Pupils move into space to send &amp; receive. React to situation to help partners/ make difficult for others. Recognise/ use space to advantage. <b>Simple sequences- 2 or more actions: pathways; different levels/ directions</b> <b>Copy and remember a given position/ action</b> Control of body: Coordination. Spatial awareness. Being able to work with a partner.</p>

<p style="text-align: center;"><b>Summer Term</b></p>	<p>Continue:</p> <ul style="list-style-type: none"> <li><b>fundamental movements</b></li> <li><b>locomotion</b></li> <li><b>manipulation</b></li> </ul> <p>in simple gymnastics and athletic movements. Working on progression in <b>stability</b> skills, such as balancing, landing, turning, twisting, bending and stretching. Understanding basic rules of games and why they are important.</p>	<p><b>Control &amp; agility in: Throwing, Running, Jumping</b>  <b>Understanding: Personal Best, improving performance</b>          Recognise &amp; perform changes in pace: Walk, jog, run, sprint. Use changes to meet challenges. Maintain continuous running pace. Perform 5 jumps. Recognise &amp; perform push, pull &amp; sling actions when throwing various objects.  <b>Control and Accuracy: Awareness of Space, Themselves &amp; Others. Understanding Terms: Teammate &amp; Opponent</b>          Change of speed, direction (avoiding collision) Demonstrate control &amp; accuracy when passing &amp; receiving, roll, underarm pass, chest pass, side foot pass. Pass &amp; move to receive.  <b>Control &amp; agility in: Throwing, running and jumping</b>  <b>Understanding: personal best, improving performance</b>          Recognise &amp; perform changes in pace: walk, jog, run, sprint. Use changes to meet challenges; Maintain continuous running pace; Perform 5 jumps. Recognise &amp; perform push, pull, sling actions when throwing various objects.  <b>Exploring the school and surroundings. To follow simple routes and trails. To interpret a simple plan (map). To co-operate with others.</b></p>	<p><b>Aiming for target</b>  <b>Varying speed of running</b>  <b>Be able to throw over/under arm</b>          Throw accurately. Throw for distance. Stopping/starting safely-agility. Be able to pace over distance.  <b>Small sided games</b>  <b>Strike a ball using body or bat (kick/hand)</b>  <b>Throw a ball accurately</b>  <b>Catching skills</b>          Lead others-communicate. Body position to throw/catch. Choice of position during games.  <b>Be able to jump in a variety of ways- 5 types of jumping (1 to 2 feet, hop, step etc.)</b>  <b>Run quickly over short distance</b>          Balance whilst jumping. Coordination; agility.  <b>Cross curricular lesson</b>  <b>Active topic work</b>          Introduce formal competition          Basic athletics activities, rules &amp; scoring principles.          Basic measurements, personal best &amp; improvement.</p>	
	<p><b>Year 3</b></p>		<p><b>Year 4</b></p>	
<p style="text-align: center;"><b>Autumn Term</b></p>	<p><b>Catching &amp; throwing to partner/target</b>  <b>Be able to move with ball effectively</b>          Control &amp; accuracy; Maintaining possession; Use of space &amp; tactics; Understanding of rules  <b>Imaginative response to stimuli (partner/small group)</b>  <b>Perform with expression &amp; awareness of others</b>  <b>Use of expressive language</b>          Describe what makes a good dance phrase; Clear order with clear start/finish; Use cannon &amp; unison  <b>Explore use of floor/mats/apparatus</b>  <b>Use shape, balance &amp; travel</b>  <b>Show control, accuracy &amp; fluency</b>          Understand actions: jumping, balancing, transferring weight, rolling, turning, weight on hands. Quality of performance.  <b>Explore warm up &amp; cool down- identify when body is warm</b>  <b>Strength/ suppleness</b>  <b>Teach activities for sustained activity, e.g., skipping</b>          Understand appropriate warm up/ cool down exercises          Demonstrate breathing- standing/ moving</p>		<p><b>Fluency &amp; accuracy in a range of techniques</b>  <b>Maintain possession/ be aware of positions</b>  <b>Use &amp; adapt tactics to different situations; Understand &amp; explain rules</b>          Use a range of techniques; Able to attack &amp; defend; Ability to make decisions; Explain rules in games.  <b>Develop &amp; vary actions</b>  <b>Changes in pathways/levels/ on the spot travelling</b>  <b>Partner/group work</b>  <b>Contrasting actions</b>          Can link actions; Can respond imaginatively to create movement; Can structure dance phrases with partner or group.  <b>Use of floor/ mats/ apparatus</b>  <b>To use compositional devices when creating their sequence</b>          Perform balances, body shapes &amp; agility with control; Perform &amp; repeat longer sequences that include changes of speed &amp; level; Recognise quality of movement. Lead a partner through a short warm up. Suggest improvements for own performance.  <b>Space away from opponents</b>  <b>Vary speed, height &amp; direction of send</b>  <b>Anticipate senders' intentions, relative to their own position in playing area</b>          Choose a range of simple tactics for sending ball, defending their own court; Talk about what they do well &amp; recognise what could be done better; Know how to defend their court</p>	

<p style="text-align: center;"><b>Spring Term</b></p>	<p><b>Introduce &amp; discuss physical activity and its benefits both mentally &amp; physically</b> Strategies to reintroduce physical activity &amp; increasing this for children within PE time. Games and team activities.</p> <p><b>Control &amp; consistency</b> <b>Body position to receive a ball</b> <b>Vary speed &amp; direction of ball</b> <b>Introduce use of a racket</b> Throw accurately at target and into space; Vary length, height&amp; speed of ball to improve performance; Explain choices and rules.</p> <p><b>Devise &amp; perform sequence with clear beginning, middle and end (own/pair)</b> <b>Adapt to include different levels, speeds and directions</b> Compare &amp; contrast sequences; Explain best performance and why; Adapt sequence to improve performance.</p>	<p><b>To maintain a game throwing/ catching</b> <b>Vary direction of speed of ball left or right court</b> <b>To anticipate</b> <b>To understand rules</b> Can keep up continuous game (rally); Can use tactics (length, speed, height) to send ball; Can use tactics to defend own court; Can keep rules effectively and fairly.</p> <p><b>Devise, perform and repeat movement</b> <b>Explore and combine movements with others</b> <b>Compare &amp; improve</b> Can structure and perform dance; Can work with others to refine and practise; Can describe and make suggestions to improve dance.</p> <p><b>Know why warming up is important</b> <b>Recognise how playing affects their bodies</b> Lead a simple stretching routine; Know that playing games helps develop their fitness includes strength, stamina &amp; suppleness.</p> <p><b>Explore use of floor, mats &amp; apparatus</b> <b>To use compositional devices when creating their sequences</b> Perform actions, balances, body shapes and agilities with control; Plan perform &amp; repeat longer sequences with clear shapes and changes of level and speed; Improvements to their own performances.</p>
<p style="text-align: center;"><b>Summer Term</b></p>	<p><b>Sustain pace over long distances (jog/run)</b> <b>Throw with greater control (range of throwing actions-push/pull etc.</b> <b>Jump- control and consistency of take-off/ landing</b> Watch partner's athletics performance and identify main strengths. Use suggestions to improve performance.</p> <p><b>Increased control</b> <b>Strike ball with intent</b> <b>Intercept the ball and sometimes catch</b> <b>Fielder position</b> <b>Throwing accurately</b> Changing positioning whilst fielding, e.g., for different batters; Body position/ movement of fielder; Begin with throwing then striking ball (kicking/rackets/bats).</p> <p><b>Organise themselves in small groups safely</b> <b>Turn taking/roles</b> <b>Understand relay takeovers- take part in one</b> Planning how to cover distance as a team- faster over set distance/ pace for set time.</p> <p><b>Communicate effectively in pairs/small team</b> <b>Solve problems (including simple orienteering)</b> <b>Evaluate performance/ modify plan</b> Show resilience; Identify/ explore different roles within group; Be able to act as leader and follow a leader.</p>	<p><b>Understand difference</b> <b>Sprinting and running longer distance</b> <b>Throw with power and accuracy for distance</b> <b>Jump from standing position for distance</b> Can suggest ways to improve performance through observation; Can act on advice to improve performance.</p> <p><b>Adjusting/placing striking action</b> <b>Working with others</b> <b>Fielder positions</b> <b>Catching/throwing</b> <b>Bowling accuracy and varying speed</b> Can bat using different types of shot; Can change &amp; maintain positioning whilst fielding; Can throw for distance; Can use different ways of bowling.</p> <p><b>Organise themselves in small groups safely</b> <b>Turn taking/roles</b> <b>Understand relay takeovers- take part in one</b> Can cooperate; Can perform role- record, measure, observe; Can work as part of a team and pace themselves based on team/distance.</p> <p><b>Follow simple plans and maps on school site</b> <b>Work in small groups on challenges</b> <b>Team building activities</b> Can orientate map &amp; navigate simple course; Can work cooperatively with others; Can take different roles in a team.</p>

	Year 5	Year 6
<b>Autumn Term</b>	<p><b>Invalidate territory of opponents in order to score: forward positioning, timing forward runs, creating space</b></p> <p><b>Prevent invasion of their own territory: loose or tight marking, cover &amp; support, regrouping</b></p> <p><b>Maintain possession: support play, timing and placing the pass</b> Pass, dribble and shoot with control in games; Mark opponents and help each other in defence; Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p><b>Know why warming up and cooling down are important</b></p> <p><b>Know how physical activity affects their health</b> Identify appropriate exercises and activities for warming up; Recognise how these games make their bodies work.</p> <p><b>Perform actions, shapes and balances consistently and fluently</b></p> <p><b>Explore use of floor/mats /apparatus</b> Link ideas, skills &amp; techniques; Demonstrate control and precision when performing basic skills; Imaginative use of apparatus and space.</p> <p><b>Suggest how rules could be changed to improve the game</b> Adapt rules in agreement with others; Make rules for own games; Explain these and teach others.</p>	<p><b>Show awareness of which skills relate to different parts of a game, or to different roles in a game</b></p> <p><b>Change speed in attack and know what to do to score points in the games</b> Apply skills effectively in different types of game; Defend effectively, slowing games down and making it hard to find space; Evaluate performance and decide what they need to practise.</p> <p><b>Know how to warm up</b></p> <p><b>Understand what to include in a warmup in order to improve performance</b></p> <p><b>Understand why exercise is good for their fitness, health and well being</b> Recognise the activities needed including in a warmup; Identify the main types of fitness needed for these games and use them in warm up routines.</p> <p><b>To perform &amp; create movement sequences with some complex skills and displaying accuracy &amp; consistency</b> To show an ability to innovate; To analyse skills and suggest ways to improve quality of performance showing sound knowledge and understanding.</p> <p><b>To demonstrate and use an increasing range of skills with confidence, control and accuracy in their practices and games</b></p> <p><b>Plan as a team and organise themselves into different roles, choosing and using skills and tactics that affect the games positively</b> Use skills effectively in different types of game; Identify how they and others are more or less effective in different parts of the games.</p>
<b>Spring Term</b>	<p><b>Hit the ball with purpose, varying speed, height and direction</b></p> <p><b>Understand the need for tactics; start to choose tactics effectively</b> Use forehand, backhand and overhead shots increasingly well in games they play; Spot the spaces in their opponent's court and try to hit the ball towards them; Positioning on court.</p> <p><b>Explore &amp; Improvise ideas for dances in different styles, working on their own, with a partner and in a group</b> Compose motifs and plan dances creatively and collaboratively; Adapt and refine the way they use weight, space and rhythm in their dances; Perform different styles of dance clearly and fluently.</p> <p><b>Hit the ball accurately into spaces and to different parts of the field Position their bodies and feet to hit the ball accurately</b></p> <p><b>Plan as a team and organise themselves into different roles, choosing and using skills and tactics that affect the games positively</b> Strike a bowled ball; Use a range of fielding skills e.g., catching, throwing, intercepting, with growing control &amp; consistency; Work collaboratively in pairs, group activities and small-sided games.</p> <p><b>Choose and apply basic compositional ideas to the sequence they create, and adapt them to new situations</b> Use contrasting actions, e.g., move from a low travel, from a high balance to a low balance; Describe how to refine, modify and improve performances.</p>	<p><b>Explain what they are trying to do and why it is a good idea</b> Hit the ball with purpose, varying speed, height and direction; Position themselves well on court and use space effectively; Play shots on both sides of the body and above their heads in practices and when the opportunity arises in the game.</p> <p><b>Think about character and narrative ideas created by stimulus and respond through movement</b></p> <p><b>To experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity on own/ with others</b> To explore, improvise and choose appropriate stimulus to create new motifs in chosen dance style; To explain the relationship between dance and music.</p> <p><b>Hit ball from both sides of the body</b></p> <p><b>Direct the ball away from fielders, using different angles and speeds</b> Plan to outwit the opposition individually, as a pair or as a team when they are batting, bowling and fielding; Use tactics which involve bowlers and fielders working together.</p> <p><b>To develop personal gymnastic sequences by understanding, choosing and applying a range of compositional principles</b></p> <p><b>Evaluate own and others work</b></p> <p><b>Suggest ways of making improvements</b> Make up longer and more complex sequences, including changes of direction, level and speed; In small groups prepare and perform a sequence; Show an awareness of factors influencing performance and suggest improvements.</p>

**Summer  
Term**

**Improve & Sustain running technique at different speeds**  
**Demonstrate accuracy and technique in a range of jumping actions**  
Run at fast, medium & slow speeds, changing direction and speed; Link running & jumping activities with some fluency, control and consistency; Take part in a relay activity, remembering when to run and what to do.  
**Follow Scheme (SCCO support/ pastoral support)**  
**Demonstrate accuracy and technique in a range of throwing actions**  
Throw a variety of objects; Understand and perform throws for accuracy and distance; Link running and throwing activities with some fluency, control and consistency.  
**Participate in a range of QAA activities with increasing challenge**  
**Follow and plan routes on a map**  
**Complete team challenges**  
Can work with others cooperatively; Read and interpret map symbols and control markers; Participate in challenging activities.

**To identify & explain good athletic performance regarding technical skills and physical attributes/ ability**  
**To apply these skills effectively in competitive situations**  
To improve and sustain running technique at different speeds; To demonstrate accuracy & technique in a range of throwing & jumping actions; To understand & explain the short & long term effects of exercise; Understand the need for a specific warm up and cool down.  
**To explore, improvise and choose appropriate stimulus to create new motifs in chosen dance style; To explain the relationship between dance and music**  
To think about character and narrative ideas created by stimulus and respond through movement; To experiment with a wide range of actions, varying patterns, speed, tension and continuity on own/ with others.  
**To identify and explain good athletic performance regarding technical skills and physical attributes/ability**  
**To apply these skills effectively in competitive situations**  
To improve and sustain running technique at different speeds; To demonstrate accuracy & technique in a range of throwing & jumping actions; To understand & explain the short and long term effects of exercise; Understand the need for a specific warm up & cool down.  
**Participate in a range of QAA activities with increasing challenge**  
**Follow and plan routes on a map**  
**Complete team challenges**  
Can work with others cooperatively; Read and interpret map symbols and control markers; Participate in challenging activities.