 **PE Progression**

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| **PHYSICAL EDUCATION** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **KS1 Skills** | | **Lower KS2 Skills** | | **Upper KS2 Skills** | |
| **Dance** | Copy and explore basic movements and body patterns  Remember simple movements and dance steps  Link movements to sounds and music.  Respond to range of stimuli. | Copy and explore basic movements with clear control.  Vary levels and speed in sequence  Vary the size of body shapes  Add change of direction to a sequence  Use space well and negotiate space precisely  Describe a short dance using appropriate vocabulary  Respond imaginatively to stimuli | Begin to improvise independently to create a simple dance  Begin to improvise with a partner to create a simple dance  Translate ideas from stimuli into movement with support  Begin to compare and adapt movements and motifs to create a larger sequence  Use simple dance vocabulary to compare and improve work. | Confidently improvise with a partner or alone  Begin to create longer dance sequences in a larger group  Demonstrate precision and some control in response to stimuli  Begin to vary dynamics and develop actions and motifs  Demonstrate rhythm and spatial awareness  Modify parts of a sequence as a result of self-evaluation  Use simple dance vocabulary to compare and improve work | Begin to exaggerate dance movements and motifs (using expression when moving)  Demonstrate strong movements throughout a dance sequence  Combine flexibility, techniques and movements to create a fluent sequence  Move appropriately and with the required style in relation to the stimulus  Begin to show a change of pace and timing in movements  Use space provided to its maximum potential  Improvise with confidence, still demonstrating fluency across their sequence  Modify parts of a sequence as a result of self and peer evaluation  Use more complex dance vocabulary to compare and improve work | Exaggerate dance movements and motifs (using expression when moving)  Perform with confidence, using a range of movement patterns  Demonstrate a strong imagination when creating own dance sequences and motifs  Demonstrate strong movements throughout a dance sequence  Combine flexibility, techniques and movements to create a fluent sequence  Move appropriately and with the required style in relation to the stimulus  Begin to show a change of pace and timing in movements  Move to the beat accurately in dance sequences  Improvise with confidence, still demonstrating fluency across their sequence  Dance with fluency, linking all movements and ensuring they flow  Demonstrate consistent precision when performing dance sequences  Modify parts of a sequence as a result of self and peer evaluation  Use more complex dance vocabulary to compare and improve work |
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| **Gymnastics** | Copy and explores basic movements with some control and coordination  Perform different body shapes  Perform at different levels  Perform 2 footed jump  Balance with some control  Link 2-3 simple movements  Use, organise, store equipment safely | Explore and create different pathways and patterns  Use equipment in a variety of ways to create a sequence  Link movements together to create a sequence  Use, organise, store equipment safely | Apply compositional ideas independently and with others to create a sequence  Copy, explore and remember a variety of movements and use these to create own sequence  Describe own work using simple gym vocabulary  Begin to notice similarities and differences between sequences  Use turns whilst travelling in a variety of ways  Begin to show flexibility in movements  Begin to develop good technique when travelling, balancing, using equipment  Use, organise, store equipment safely | Link skills with control, technique, co-ordination and fluency  Understand composition by performing more complex sequences  Begin to use gym vocabulary to describe how to improve and refine performances  Develop strength, technique and flexibility throughout performances  Create sequences using various body shapes and equipment  Combine equipment with movement to create sequences | Select and combine skills, techniques and ideas  Apply combined skills accurately and appropriately, consistently showing precision, control and fluency  Draw on what they know about strategy, tactics and composition when performing and evaluating  Analyse and comment on skills and techniques and how these are applied in their own and others' work  Uses more complex gym vocabulary to describe how to improve and refine performances  Develop strength, technique and flexibility throughout performances  Link skills with control, technique, co-ordination and fluency  Understand composition by performing more complex sequences  Use, organise, store equipment safely | Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions  Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction  Adapt sequences to include a partner or a small group  Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement  Draw on what they know about strategy, tactics and composition when performing and evaluating  Analyse and comment on skills and techniques and how these are applied in their own and others' work  Use more complex gym vocabulary to describe how to improve and refine performances  Develops strength, technique and flexibility throughout performances  Use, organise, store equipment safely |
| **PHYSICAL EDUCATION** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Games** | Travel in a variety of ways including running and jumping.  Begin to perform a range of throws  Receive a ball with basic control  Begin to develop hand-eye coordination  Participate in simple games | Send the ball to others in a range of ways with confidence  Begin to apply and combine a variety of skills (to a game situation)  Develop strong spatial awareness  Begin to develop own games with peers  Understand the importance of rules in games  Develop simple tactics and use them appropriately  Begin to develop an understanding of attacking & defending | Understand tactics and composition by starting to vary response  Vary skills, actions and ideas and link these in ways that suit the games activity  Begin to communicate with others during game situations  Use skills with co-ordination and control  Develop own rules for new games  Make imaginative pathways using equipment  Work well in a group to develop various games  Begin to understand how to compete with each other in a controlled manner  Begin to select resources independently to carry out different skills | Use running, jumping, throwing and catching in isolation and combination  Vary skills, actions and ideas and link these in ways that suit the games activity  Show confidence in using ball skills in various ways, and link these together  Use skills with co-ordination, control and fluency  Take part in competitive games with a strong understanding of tactics and composition  Create own games using knowledge and skills  Work well in a group to develop various games  Compare and comment on skills to support creation of new games  Make suggestions as to what resources can be used to differentiate a game  Apply basic skills for attacking & defending | Use running, jumping, throwing and catching in isolation and combination  Vary skills, actions and ideas and link these in ways that suit the games activity  Show confidence in using ball skills in various ways, and can link these together  Use skills with co-ordination, control and fluency  Take part in competitive games with a strong understanding of tactics and composition  Create own games using knowledge and skills  Make suggestions as to what resources can be used to differentiate a game  Apply basic skills for attacking & defending | Use running, jumping, throwing and catching in isolation and in combination  Vary skills, actions and ideas and link these in ways that suit the games activity  Show confidence in using ball skills in various ways, and link these together effectively  Keep possession of ball during games situations  Consistently use skills with co-ordination, control and fluency  Take part in competitive games with a strong understanding of tactics and composition  Create own games using knowledge and skills  Modify competitive games  Compare and comment on skills to support creation of new games  Make suggestions as to what resources can be used to differentiate a game  Apply knowledge of skills for attacking and defending |
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| **Athletics** | Run at different speeds for different lengths of time  Jump from a standing position  Perform a variety of throws with basic control  Use equipment safely | Change speed and direction whilst running  Jump from a standing position with accuracy  Perform a variety of throws with control and co-ordination  Use equipment safely | Begin to run at speeds appropriate for the distance  Perform a running jump with some accuracy  Perform a variety of throws using a selection of equipment.  Use equipment safely and with good control | Begin to build a variety of running techniques and use with confidence  Perform a running jump with more than one component  Demonstrate accuracy in throwing and catching activities  Describe good athletic performance using correct vocabulary  Use equipment safely and with good control | Begin to build a variety of running techniques and use with confidence  Perform a running jump with more than one component  Begin to record peers’ performances, and evaluate these  Demonstrate accuracy and confidence in throwing and catching activities  Describe good athletic performance using correct vocabulary  Use equipment safely and with good control. | Begin to build a variety of running techniques and use with confidence  Perform a running jump with more than one component  Record peers’ performances, and evaluate these  Demonstrate accuracy and confidence in throwing and catching activities  Describe good athletic performance using correct vocabulary  Use equipment safely and with good control |
| **Outdoor Adventurous Activities** | - | - | Develop listening skills  Listen to instructions from a partner / adult  Create simple body shapes  Begin to think activities through and problem solve  Discuss and work with others in a group  Demonstrate an understanding of how to stay safe | Develop strong listening skills  Use simple maps  Begin to think activities through and problem solve  Choose and apply strategies to solve problems with support  Discuss and work with others in a group  Demonstrate an understanding of how to stay safe | Develop strong listening skills  Use and interpret simple maps  Think activities through and problem solve using general knowledge  Choose and apply strategies to solve problems with support  Discuss and work with others in a group  Demonstrate an understanding of how to stay safe | Continue to use strong listening skills  Use and interpret maps  Think activities through and problem solve using general knowledge  Choose and apply strategies to solve problems, sometimes with support  Discuss and work with others in a group  Demonstrates how to stay safe |
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| **Swimming** |  |  |  |  | Swim competently, confidently and proficiently over a distance of at least 25 metres  Use a range of strokes effectively  Perform safe self-rescue in different water-based situations |  |
| **Evaluation** | Comment on own and others performance  Give comments on how to improve performance  Use appropriate vocabulary when giving feedback | | Watches and describes performances accurately.  Beginning to think about how they can improve their own work.  Work with a partner or small group to improve their skills.  Make suggestions on how to improve their work, commenting on similarities and differences. | | Watches and describes performances accurately.  Learn from others how they can improve their skills.  Comment on tactics and techniques to help improve performances.  Make suggestions on how to improve their work, commenting on similarities and differences. | |
| **Healthy Lifestyles** | Describe the effect exercise has on the body  Explain the importance of exercise and a healthy lifestyle | | Describe the effect exercise has on the body  Explain the importance of exercise and a healthy lifestyle  Understand the need to warm up and cool down | | Describe the effect exercise has on the body  Explain the importance of exercise and a healthy lifestyle  Understand the need to warm up and cool down | |

**Subject content**

**Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

participate in team games, developing simple tactics for attacking and defending

perform dances using simple movement patterns.

**Key stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

use running, jumping, throwing and catching in isolation and in combination

play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

perform dances using a range of movement patterns

take part in outdoor and adventurous activity challenges both individually and within a team

compare their performances with previous ones and demonstrate improvement to achieve their personal best.