 **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 patternsRemember simple movements and dance stepsLink movements to sounds and music.Respond to range of stimuli. | Copy and explore basic movements with clear control.Vary levels and speed in sequenceVary the size of body shapesAdd change of direction to a sequenceUse space well and negotiate space preciselyDescribe a short dance using appropriate vocabularyRespond imaginatively to stimuli | Begin to improvise independently to create a simple danceBegin to improvise with a partner to create a simple danceTranslate ideas from stimuli into movement with supportBegin to compare and adapt movements and motifs to create a larger sequenceUse simple dance vocabulary to compare and improve work. | Confidently improvise with a partner or aloneBegin to create longer dance sequences in a larger groupDemonstrate precision and some control in response to stimuliBegin to vary dynamics and develop actions and motifsDemonstrate rhythm and spatial awarenessModify parts of a sequence as a result of self-evaluationUse 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 sequenceCombine flexibility, techniques and movements to create a fluent sequenceMove appropriately and with the required style in relation to the stimulusBegin to show a change of pace and timing in movementsUse space provided to its maximum potentialImprovise with confidence, still demonstrating fluency across their sequenceModify parts of a sequence as a result of self and peer evaluationUse 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 patternsDemonstrate a strong imagination when creating own dance sequences and motifsDemonstrate strong movements throughout a dance sequenceCombine flexibility, techniques and movements to create a fluent sequenceMove appropriately and with the required style in relation to the stimulusBegin to show a change of pace and timing in movementsMove to the beat accurately in dance sequencesImprovise with confidence, still demonstrating fluency across their sequenceDance with fluency, linking all movements and ensuring they flowDemonstrate consistent precision when performing dance sequencesModify parts of a sequence as a result of self and peer evaluationUse more complex dance vocabulary to compare and improve work |
| **PHYSICAL EDUCATION** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **KS1 Skills** | **Lower KS2 Skills** | **Upper KS2 Skills** |
| **Gymnastics** | Copy and explores basic movements with some control and coordinationPerform different body shapesPerform at different levelsPerform 2 footed jumpBalance with some controlLink 2-3 simple movementsUse, organise, store equipment safely | Explore and create different pathways and patternsUse equipment in a variety of ways to create a sequenceLink movements together to create a sequenceUse, organise, store equipment safely | Apply compositional ideas independently and with others to create a sequenceCopy, explore and remember a variety of movements and use these to create own sequenceDescribe own work using simple gym vocabularyBegin to notice similarities and differences between sequencesUse turns whilst travelling in a variety of waysBegin to show flexibility in movementsBegin to develop good technique when travelling, balancing, using equipmentUse, organise, store equipment safely | Link skills with control, technique, co-ordination and fluencyUnderstand composition by performing more complex sequencesBegin to use gym vocabulary to describe how to improve and refine performancesDevelop strength, technique and flexibility throughout performancesCreate sequences using various body shapes and equipmentCombine equipment with movement to create sequences | Select and combine skills, techniques and ideasApply combined skills accurately and appropriately, consistently showing precision, control and fluencyDraw on what they know about strategy, tactics and composition when performing and evaluatingAnalyse and comment on skills and techniques and how these are applied in their own and others' workUses more complex gym vocabulary to describe how to improve and refine performancesDevelop strength, technique and flexibility throughout performancesLink skills with control, technique, co-ordination and fluency Understand composition by performing more complex sequencesUse, 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 directionsPerform difficult actions, with an emphasis on extension, clear body shape and changes in directionAdapt sequences to include a partner or a small groupGradually 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 movementDraw on what they know about strategy, tactics and composition when performing and evaluatingAnalyse and comment on skills and techniques and how these are applied in their own and others' workUse more complex gym vocabulary to describe how to improve and refine performancesDevelops strength, technique and flexibility throughout performancesUse, organise, store equipment safely |
| **PHYSICAL EDUCATION** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **KS1 Skills** | **Lower KS2 Skills** | **Upper KS2 Skills** |
| **Games** | Travel in a variety of ways including running and jumping.Begin to perform a range of throwsReceive a ball with basic controlBegin to develop hand-eye coordinationParticipate in simple games | Send the ball to others in a range of ways with confidenceBegin to apply and combine a variety of skills (to a game situation)Develop strong spatial awarenessBegin to develop own games with peersUnderstand the importance of rules in gamesDevelop simple tactics and use them appropriatelyBegin 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 activityBegin to communicate with others during game situationsUse skills with co-ordination and controlDevelop own rules for new gamesMake imaginative pathways using equipmentWork well in a group to develop various gamesBegin to understand how to compete with each other in a controlled mannerBegin 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 activityShow confidence in using ball skills in various ways, and link these togetherUse skills with co-ordination, control and fluencyTake part in competitive games with a strong understanding of tactics and compositionCreate own games using knowledge and skillsWork well in a group to develop various gamesCompare and comment on skills to support creation of new gamesMake suggestions as to what resources can be used to differentiate a gameApply basic skills for attacking & defending | Use running, jumping, throwing and catching in isolation and combinationVary skills, actions and ideas and link these in ways that suit the games activityShow confidence in using ball skills in various ways, and can link these togetherUse skills with co-ordination, control and fluencyTake part in competitive games with a strong understanding of tactics and compositionCreate own games using knowledge and skillsMake suggestions as to what resources can be used to differentiate a gameApply basic skills for attacking & defending | Use running, jumping, throwing and catching in isolation and in combinationVary skills, actions and ideas and link these in ways that suit the games activityShow confidence in using ball skills in various ways, and link these together effectivelyKeep possession of ball during games situationsConsistently use skills with co-ordination, control and fluencyTake part in competitive games with a strong understanding of tactics and compositionCreate own games using knowledge and skillsModify competitive gamesCompare and comment on skills to support creation of new gamesMake suggestions as to what resources can be used to differentiate a gameApply knowledge of skills for attacking and defending |
| **PHYSICAL EDUCATION** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **KS1 Skills** | **Lower KS2 Skills** | **Upper KS2 Skills** |
| **Athletics** | Run at different speeds for different lengths of timeJump from a standing position Perform a variety of throws with basic controlUse equipment safely | Change speed and direction whilst runningJump from a standing position with accuracyPerform a variety of throws with control and co-ordinationUse equipment safely | Begin to run at speeds appropriate for the distancePerform 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 confidencePerform 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 componentBegin to record peers’ performances, and evaluate these Demonstrate accuracy and confidence in throwing and catching activitiesDescribe good athletic performance using correct vocabulary Use equipment safely and with good control.  | Begin to build a variety of running techniques and use with confidencePerform a running jump with more than one componentRecord peers’ performances, and evaluate these Demonstrate accuracy and confidence in throwing and catching activities Describe good athletic performance using correct vocabularyUse equipment safely and with good control  |
| **Outdoor Adventurous Activities** | - | - | Develop listening skillsListen to instructions from a partner / adultCreate simple body shapesBegin to think activities through and problem solveDiscuss and work with others in a groupDemonstrate an understanding of how to stay safe | Develop strong listening skills Use simple maps Begin to think activities through and problem solveChoose and apply strategies to solve problems with supportDiscuss and work with others in a groupDemonstrate an understanding of how to stay safe | Develop strong listening skillsUse and interpret simple mapsThink activities through and problem solve using general knowledgeChoose and apply strategies to solve problems with supportDiscuss and work with others in a groupDemonstrate an understanding of how to stay safe | Continue to use strong listening skillsUse 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 groupDemonstrates how to stay safe |
| **PHYSICAL EDUCATION** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **KS1 Skills** | **Lower KS2 Skills** | **Upper KS2 Skills** |
| **Swimming** |  |  |  |  | Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectivelyPerform safe self-rescue in different water-based situations |  |
| **Evaluation** | Comment on own and others performanceGive comments on how to improve performanceUse 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 bodyExplain the importance of exercise and a healthy lifestyle | Describe the effect exercise has on the bodyExplain the importance of exercise and a healthy lifestyleUnderstand the need to warm up and cool down  | Describe the effect exercise has on the bodyExplain the importance of exercise and a healthy lifestyleUnderstand 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.