

P.E. Progression Document

Gymnastics							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG – To demonstrate strength, balance and co-ordination when playing To negotiate space and obstacles safely, with consideration for themselves and others</p>	<p>To develop fundamental movement and coordination skills through gymnastics To show good body tension To copy sequences and repeat them To roll in different ways To balance in different ways To perform shapes competently</p>	<p>To be able to make their body tense, relaxed, curled and stretched To be able to control their body when travelling To be able to control their body when balancing To be able to climb safely To be able to plan and show a sequence of movements To be able to use contrast in their sequences To be able to use movements that are controlled To be able to think of more than one way to create a sequence which follows a set of 'rules' To be able to work on their own and with a partner to create a sequence</p>	<p>To be able to use a greater number of their own ideas for movement in response to a task To be able to explain how strength and suppleness affect performances To be able to compare gymnastic sequences, commenting on similarities and differences To be able to adapt sequences to suit different types of apparatus and their partner's ability To be able to work in a controlled way</p>	<p>To be able to work with a partner to create, repeat and improve a sequence with at least three phases To be able to include change of speed To be able to include change of direction To be able to combine action, balance, and shape</p>	<p>To be able to create, practise and refine longer, more complex sequences for a performance to include changes in level, direction and speed, body shapes and balance To adapt their performance to a theme, using their knowledge of composition To lead small groups in activities To use simple, set criteria to make judgements about performances and suggest ways they could be improved</p>	<p>To make complex sequences, including changes of direction, level, and speed To develop their own solutions to a task by choosing and applying a range of compositional principles To combine and perform gymnastic actions, shapes, and balances To show clarity, fluency, accuracy, and consistency in their movements To prepare a sequence to be performed to an audience in a small group To show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p>



Dance							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG – To perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>To explore basic actions and ideas with increasing understanding To explore how to choose and apply skills and actions To express and communicate ideas and feelings To create and perform dances using simple movement patterns</p>	<p>To be able to copy dance moves To be able to make up a short dance To be able to dance imaginatively To be able to change rhythm, speed, level, and direction to music To be able to dance with control and co-ordination To be able to make a sequence by linking sections together To be able to link some movements to show a mood or feeling</p>	<p>To be able to improvise freely, translating ideas from a stimulus into movement To be able to share and create phrases with a partner and in small groups To be able to repeat, remember and perform these phrases in a dance</p>	<p>To be able to use dance to communicate an idea To be able to take the lead when working with a partner or group To be able to make sure their dance moves are clear and fluent To be able to work on their movements and refine them To be able to include a range of shapes To be able to follow a set of 'rules' to produce a sequence</p>	<p>To demonstrate a range of dance techniques, such as unison, canon and repetition To combine and link an increasing number of movement phrases and patterns To respond and react accordingly to their partner's or group-member's To use movement to create a narrative</p>	<p>To use movements which are controlled To perform dances which show clarity, fluency, accuracy, and consistency To be able to develop imaginative dances in a specific style To be able to choose their own music, style, and dance</p>

Invasion – Fundamental Movement Skills and Invasion Games							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG –</p> <p>To demonstrate strength, balance and co-ordination when playing</p> <p>To negotiate space and obstacles safely, with consideration for themselves and others</p> <p>To move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>To work and play cooperatively and take turns with others</p>	<p>To develop balance and co-ordination when holding a racket</p> <p>To develop balance and co-ordination when hitting a ball or beanbag</p> <p>To develop balance and co-ordination when playing a small-sided game</p> <p>To develop balance and co-ordination when applying bat and ball skills</p>	<p>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</p> <p>To participate in team games, developing simple tactics for attacking and defending</p>	<p>To show control of a ball through different sports using a variety of equipment</p> <p>To use a racquet to control a tennis ball in a game situation</p> <p>To throw underarm with accuracy and show control when using a cricket bat to strike a ball</p>	<p>To play games with some fluency and accuracy, using a range of throwing and catching techniques</p> <p>To find ways of attacking successfully when using other skills</p> <p>To use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score</p> <p>To understand that you need to defend as well as attack</p>	<p>To pass, catch and shoot with control in games</p> <p>To identify and use tactics to help their team keep the ball and take it towards the opposition's goal</p> <p>To mark opponents and help each other in defence</p>	<p>To use different techniques for passing, controlling, dribbling and shooting the ball in games</p> <p>To apply basic principles of team play to keep possession of the ball</p> <p>To use marking, tackling and/or interception to improve their defence</p> <p>To play effectively as part of a team</p> <p>To know what position they are playing in and how to contribute when attacking and defending</p>
Outdoor Adventurous Activities							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>To develop and master fundamental movement skills</p> <p>To apply fundamental movement skills in a range of activities</p> <p>To develop simple tactics</p> <p>To apply basic movements in a range of activities</p> <p>To participate in competitive and cooperative physical activities</p>		<p>To develop a broad range of skills, learning how to link them to make actions and link sequences of movement</p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>To develop flexibility, strength, technique, control, and balance</p>		<p>To play competitive games</p> <p>To take part in communicating activities</p> <p>To collaborate and compete</p> <p>To compare performances with previous ones to achieve and demonstrate improvement</p>	<p>To take part in outdoor and adventurous activities, which present mental and physical challenges</p> <p>To work as part of a team, building on trust and developing skills to solve problems, either individually or as a group</p>

Fitness – Outdoor and Indoor

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG – To demonstrate strength, balance and co-ordination when playing To negotiate space and obstacles safely, with consideration for themselves and others To move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>To copy and refine a partner's moves To describe what the heart does and what exercises help it To perform basic rope skills To name the muscles being exercised To keep moving for 5 minutes To perform core exercises safely and with control</p>	<p>To perform a variety of fundamental movements and sport skills To change direction quickly with control To name different ways of moving To perform activities to improve leg and arm strength To create exercises linked to a sporting theme To say what happens to the heart when they exercise</p>	<p>To describe cardio-vascular fitness To show endurance when performing an activity To strengthen core muscles by performing exercises to improve core strength To increase leg strength by performing squat and lunge exercises To perform activities to raise the heart rate and explain why this happens</p>		<p>To perform activities to improve muscular endurance without stopping To choose the correct pace for an activity To perform a variety of cardiovascular activities without stopping</p>	<p>To define the terms agility, balance and co-ordination and help design an activity to improve each area of fitness To give clear and safe instructions to another team to teach them their obstacle course To define the terms speed, reaction time and power</p>

Net and Wall

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>To send and receive a moving ball with hands and racquets To work individually and in pairs to introduce space and timing incorporating a basic service action</p>	<p>To be able to perform a volley action To be able to link body and feet movement with direction</p>	<p>To start developing right and left-hand confidence with direction To start developing aiming towards targets individually and in pairs. To demonstrate actions for forehand and backhand when sending and receiving</p>	<p>To link upward toss to serving action and developing an overarm tap serve To apply racquet and ball skills in a competitive environment To apply simple attacking tactics and try to outwit their opponent in a competitive game</p>	<p>To perform forehand and backhand sending and receiving actions, using hands and racquets To show reaction to a moving ball, building rhythm and sequences To understand the flight of the ball and timing of the bounce in relation to body position</p>	<p>To perform overarm serve and return of serve To perform movement around the court space, using sequences whilst ball handling To perform the volley action and apply it in a competition</p>



Striking and Fielding							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>To use basic underarm, rolling and hitting skills</p> <p>To intercept, retrieve and stop a beanbag and a medium-sized ball</p> <p>To track balls and other equipment sent to them</p> <p>To move in line with the ball to collect it</p> <p>To throw a ball in a variety of ways</p> <p>To choose different ways of hitting the ball</p>	<p>To perform basic skills of rolling</p> <p>To strike and throw with more confidence</p> <p>To make choices about appropriate targets, space and equipment</p> <p>To use a variety of simple tactics</p> <p>To work well with a partner and in a small group to improve their skills</p>	<p>To make early decisions about the skills and tactics to use when playing games</p> <p>To use the space available to good effect</p> <p>To perform the basic techniques of catching, throwing, and hitting</p> <p>To begin to use these skills thoughtfully in simple competitive games</p> <p>To achieve greater control by anticipating action in a game and reacting quickly</p>	<p>To use a range of skills e.g., throwing, striking, intercepting, and stopping a ball</p> <p>To choose and vary skills and tactics to suit the situation in a game and carry out these tactics successfully</p> <p>To set up small games; know rules and use them fairly to keep games going</p> <p>To describe what they and others do that is successful</p>	<p>To hit a ball bowled to them</p> <p>To play a range of roles in a fielding team, but with consistent degrees of success</p> <p>To know the basic rules of rounders</p> <p>To understand the need for different tactics</p> <p>To recognise why some practices help to improve their play</p> <p>To describe what they, and others, do that is successful</p>	<p>To strike a bowled ball</p> <p>To use a range of fielding skills: e.g., catching, throwing, bowling, intercepting</p> <p>To work collaboratively in pairs, group activities and small-sided games</p> <p>To use and apply the basic rules consistently and fairly; understand and implement a range of tactics in games</p> <p>To identify their own strengths and suggest practices to help them improve</p>
Athletics							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG – To move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p>To jump into a space landing safely & show how to combine jumps</p> <p>Throw a variety of objects with an underarm throw towards a target & begin to throw overarm</p>	<p>To run at different speeds</p> <p>To take part in a relay with guidance</p> <p>To jump in to and out of areas safely</p> <p>To throw a variety of objects with different techniques</p>	<p>To vary running speed to suit either sprinting or distance events</p> <p>To throw a variety of objects from different starting positions with different techniques</p> <p>To throw overarm using the correct technique</p> <p>To jump forwards and land with control</p> <p>To link hopping and jumping with control</p> <p>To make up and repeat a sequence of jumps to jump for distance</p> <p>To run over obstacles at speed</p>	<p>To describe the sprinting technique</p> <p>To run at a suitable pace for sustained periods</p> <p>To know and demonstrate the difference between race walking and running</p> <p>To demonstrate the best stance when performing a range of throws</p> <p>To perform a range of jumps both forward and vertical</p> <p>To pass and receive a baton when running</p> <p>To set up a station in an athletics circuit</p>	<p>To choose the best pace for running an event</p> <p>To show control in take-off and landing in jumping activities</p> <p>To show accuracy and good technique for throwing activities</p> <p>To be able to explain why a performance is good using set criteria</p> <p>To be able to organise small group competitions</p>	<p>To show control, speed strength and stamina when running, jumping, and throwing</p> <p>To adapt skills to different equipment and challenges</p> <p>To organise and judge events and improve good performances</p>

Multi Skills							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> To develop the ability to throw an object To develop the ability to move at speed To adapt the body when moving at speed To learn how to jump safely To develop the ability to jump in different ways 	<ul style="list-style-type: none"> To throw and catch a ball and other equipment with a partner with control and accuracy To explore basic skills and actions with increasing understanding To describe what they have done To know the importance of being active To recognise and describe how their bodies feel during exercise To send and receive a ball and other equipment in a variety of ways 	<ul style="list-style-type: none"> To develop balance and coordination when holding a racquet to hit a ball To master basic movements and apply these in a range of activities To hold a racquet correctly to hit a ball To hit a ball that has been thrown underarm To hold a cricket bat correctly and use it to hit a ball 	<ul style="list-style-type: none"> To defend a target and catch a ball with control To develop attacking and defending skills 	<ul style="list-style-type: none"> To travel in different ways To control of a ball whilst moving To demonstrate the correct technique for an overarm throw To play in small-sided games and understand the tactics of a game To control a racquet, striking a ball, predicting, and estimating To improve aiming, directional hitting and controlling a racquet 		
Swimming							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<ul style="list-style-type: none"> To swim competently, confidently, and proficiently over a distance of at least 25 metres To use a range of strokes effectively (e.g., front crawl, backstroke, and breaststroke) To perform safe, self-rescue in different water-based situations 	