

# Learn together, grow together

## Progression in PE



*In PE children will build confidence, work in teams and learn to challenge themselves. Pupils will have the opportunity to participate in a wide variety of sports, dance and gymnastic activities and will learn the physical and mental health benefits of being active. They will practise basic skills and how to apply them in teams and competitive activities; appreciating the disciplines of 'sportsmanship.' Pupils will learn the fundamental skills of balance, co-ordination and agility. They will learn to adapt and tailor challenges set in class to enable success and ensure unique progress is made.*

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Striking and fielding/KS1 Throwing and Catching</b>					
<p>Roll a ball or quoit along a track, stop it with two hands and pick it up</p> <p>Use an extended arm overarm throw</p> <p>Use a sideways quoit throw Clap or turn before catching a ball</p> <p>Walk along a line</p> <p>Throw a ball at a target</p> <p>Run, walk, leap, skip or gallop in different directions in a space</p> <p><b>Context – ball games/infant agility</b></p>	<p>Stop a rolling ball with two hands</p> <p>Bounce a ball whilst moving</p> <p>Use an opposition overarm throw</p> <p>Jump to catch a ball</p> <p>Catch a ball with one hand</p> <p>Get into position to catch a ball</p> <p>Keep balance when pushed</p> <p>Say why we need to warm up our bodies before exercising</p> <p><b>Context – ball games/infant agility</b></p>	<p>Stop a ball coming towards me</p> <p>Throw under arm</p> <p>Throw over arm</p> <p>Catch a sent ball</p> <p>Strike a stationary object</p> <p>Run with increasing speed</p> <p>Make good decisions about when to run and when not to run</p> <p><b>Context – kwik cricket Athletics – throwing</b></p>	<p>Stop a ball going away from me</p> <p>Throw under and overarm</p> <p>Catch a sent ball with two hands</p> <p>Bowl with an under arm bowl</p> <p>Strike a stationary object with accuracy</p> <p>Explain how to not get out when batting</p> <p>Explain how to bowl to make it hard for the batter</p> <p><b>Context – Rounders Athletics - throwing</b></p>	<p>Throw under arm to a target</p> <p>Bowl to a target with an under arm bowl</p> <p>Run with increasing speed and change direction</p> <p>Explain how to not get out when batting</p> <p>Make good decisions about when to run and when not to run to help team mates</p> <p><b>Context – kwik cricket Athletics – throwing</b></p>	<p>Throw over arm and under arm to a target</p> <p>Catch a sent ball with one hand</p> <p>Bowl to a target with an under arm bowl with increasing accuracy</p> <p>Strike a moving object to a target</p> <p><b>Context – Rounders Athletics – throwing</b></p>
<b>Net and Wall/KS1 Running and Jumping</b>					
<p>Move at different speeds, recognising the difference between walking, jogging and sprinting</p> <p>Move along a range of different pathways</p> <p>Jump as high and as far as possible using correct technique</p> <p>Use different ways of jumping Land safely with control</p>	<p>Move at different speeds and select the appropriate speed for an activity</p> <p>Create own pathway when moving</p> <p>Think about improving own performance when jumping</p> <p>Jump from a standing position with control and accuracy</p> <p>Improve jumps using peer feedback</p>	<p>Show increasing control when performing skills with a racket</p> <p>Perform an underarm throw and catch</p> <p>Strike a shuttlecock with a racket</p> <p>Perform a co-operative rally Begin to use forehand and backhand when hitting a sent shuttlecock</p> <p>Move with increasing agility and control</p>	<p>Strike a ball using an accurate self – serve</p> <p>Strike a sent ball with a racket</p> <p>Strike a ball to target/space</p> <p>Improve use of backhand and forehand when playing games</p> <p>Improve use of forehand and backhand when hitting a sent ball</p>	<p>Strike a ball using an accurate self - serve to a target/space</p> <p>Strike a sent ball to a target/space with increasing accuracy</p> <p>Perform a co-operative rally</p> <p>Move with increasing agility and control</p> <p><b>Context – tennis</b></p>	<p>Strike a sent ball to a target/space with accuracy to shoot a hoop</p> <p>Use hand eye co-ordination to dribble and pass the ball to a team mate</p> <p>Move with increasing agility and control to assist team mates / avoid opponents</p> <p><b>Context – tennis</b></p>

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<p>Create a sequence of jumps and show to a partner</p> <p><b>Context – infant agility</b></p>	<p><b>Context – infant agility</b></p>	<p><b>Context – badminton skills</b></p>	<p><b>Context – tennis</b></p>		
<p><b>Dance</b></p>					
<p>Share with others and take turns</p> <p>Use simple dance vocabulary to describe movement and talk about dance, linking movement to moods, ideas and feelings</p> <p>Choose dance movements to fit a theme</p> <p>Respond to different stimuli with a range of actions and explore movements</p> <p>Copy basic body actions demonstrated by the teacher or partner</p> <p>Practise and repeat simple movements</p> <p>Show some sense of dynamic, expressive and rhythmic qualities</p> <p>Know where their heart is and understands why it beats faster when exercising</p> <p><b>Context – Folk dance (area of development for Medina staff)</b></p>	<p>Work co-operatively with a partner and in a small group; helping, praising and encouraging others in their learning</p> <p>Describe dance phrases and what a dance is expressing and says what they like and dislike, giving reasons</p> <p>Choose and link actions to make short dance phrases that express an idea, mood or feeling</p> <p>Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions and levels</p> <p>Remember and repeat movement patterns, showing greater balance, coordination and spatial awareness</p> <p>Perform short dances with changes of level, direction or speed</p> <p>Describe how the body feels before, during and after dance</p> <p>Explain why we need to warm up and cool down for dance</p> <p><b>Context – Victorian dance (area of development for Medina staff)</b></p>	<p>Show ability to work independently, or with a partner</p> <p>Perform phrases of movement showing greater fluency and control and applying skills with more consistency</p> <p>Repeat, remember and performs phrases</p> <p>Improvises freely, translating ideas from a stimulus into movement showing using a range of actions, dynamics and space</p> <p>Creates dance phrases that communicate ideas making use of dynamic, rhythmic and expressive qualities</p> <p>Understand the importance of warming up and cooling down</p> <p>Suggests improvements to their own and other people's dances</p> <p><b>Context – Greeks (area of development for Medina staff)</b></p>	<p>Show ability to work successfully with others, taking a lead when appropriate</p> <p>Perform and repeat longer sequences with fluency, co-ordination and control</p> <p>Perform a dance in a way which communicates a story interacting successfully with others during the performance</p> <p>Plan dances making use of unison, canon, action and reaction</p> <p>Respond to a range of stimuli - exploring and creating movement with an awareness of action, dynamics and space</p> <p>Respond sensitively to the accompaniment</p> <p>Choose own appropriate warm – up and cool down exercises</p> <p>Describe and interpret dance movements using appropriate vocabulary</p> <p>Suggest how dances and performances can be improved, so that they communicate more effectively</p>	<p>Collaborates successfully in a group negotiating ideas and giving and receiving feedback</p> <p>Performs dance clearly and fluently with an awareness of style and dynamics</p> <p>Plan dances creatively using different levels, directions and formations</p> <p>Organises their own warm-up and cool-down exercises</p> <p>Recognises and comment on dances, showing an understanding of style</p> <p>Suggests ways to improve their own and other people's work</p> <p><b>Topic Context – Mayans Dance (area of development for Medina staff)</b></p>	<p>Performs dances fluently and with good control showing expression and sensitivity to the music</p> <p>Creates motifs and develops them into phrases and whole dances</p> <p>Uses a range of compositional devices when creating dances</p> <p>Warms up and cools down independently</p> <p>Understands why dance is good for their fitness, health and wellbeing</p> <p>Uses appropriate criteria to evaluate and refine their own and others' work</p> <p>Talks about dance with understanding, using appropriate language and terminology</p> <p><b>Context – Volcanoes Dance (area of development for Medina staff)</b></p>

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			Context – African dance (area of development for Medina staff)		
<b>Gymnastics</b>					
<p>Perform basic gymnastic actions including balances, traveling and flight with some control and accuracy</p> <p>Know the difference between body tension and relaxation</p> <p>Copy a sequence of movement from the teacher or a partner</p> <p>Make up simple movement sequences in response to tasks individually and with a partner</p> <p>Remember and repeat short sequences</p> <p style="color: red;">Context – Balance</p>	<p>Perform a range of actions with control and co-ordination, particularly moving in and out of balances</p> <p>Confidently use different apparatus, showing control.</p> <p>Work productively with a partner</p> <p>Plan a short sequence in response to a task with some changes in level, direction or speed</p> <p style="color: red;">Context – Floor work/ Balance</p>	<p>Show control, accuracy and fluency of movement when performing actions on their own and with a partner</p> <p>Explore combinations of apparatus and find different ways of moving</p> <p>Practise an action or short sequence of movements, and improve the quality of the actions and how they link</p> <p>Plan and perform a gymnastics sequence</p> <p>Understand the importance of warming up improve own performance</p> <p style="color: red;">Context – shape, balance, travel</p>	<p>Perform a range of actions and skills with fluency and clarity of movement</p> <p>Maintain the quality of performance when performing at the same time as a partner</p> <p>Create longer sequences with a partner</p> <p>Combine actions to make sequences</p> <p>Understand that strength and suppleness are key features of a gymnastics performance</p> <p>Change and refine their own work on feedback from others and self- evaluation</p> <p style="color: red;">Context – shape, balance, travel</p>	<p>Perform actions, shapes and balances with good body tension and extension</p> <p>Perform sequences showing clear differences between levels, speeds and directions</p> <p>Repeat accurately a longer sequence with more difficult actions</p> <p>Create sequences showing a range with a group.</p> <p>Suggest improvements to speed, direction and level in the composition on floor and apparatus</p> <p style="color: red;">Context – flight and rotation</p>	<p>Perform gymnastic moves fluently and with clarity, keeping consistency when performing longer sequences</p> <p>Work well with a partner or a small group to practise and refine their work</p> <p>Contribute to the composition of a longer sequence using a range of directions, levels and pathways and variations and contrasts in actions and speed</p> <p>Recognise that a cool down is important</p> <p style="color: red;">Context – flight and rotation</p>
<b>Invasion Games</b>					
<p>Travel backwards, forwards and sideways in a game</p> <p>Change direction whilst travelling</p> <p>Travel with a ball using their feet or hands</p> <p>Use hands or feet to pass the ball to another player</p> <p>Pass the ball quickly and accurately in a game situation</p>	<p>Begin to use and understand the terms 'attacking' and 'defending'</p> <p>Throw and catch a ball with a partner using different techniques</p> <p>Kick a ball using the correct technique whilst moving and showing some control and fluency</p> <p>Pass the ball in different ways using some accuracy</p>	<p>Send an object with control</p> <p>Dribble an object with control</p> <p>Dodge and evade an opponent</p> <p>Send an object slightly in front of a moving receiver</p> <p>Move with increasing agility</p> <p>Move into a space to receive the ball</p> <p>Use tackling skills</p>	<p>Receive an object by catching or controlling</p> <p>Send an object slightly in front of a moving receiver</p> <p>Mark an opponent to stop them sending the ball</p> <p>Stop in two steps or less</p> <p>Send/ strike to score</p> <p>Intercept a ball</p> <p>Set myself targets</p>	<p>Send an object slightly in front of a moving receiver</p> <p>Receive an object by catching or controlling</p> <p>Dribble an object with control and begin to shield</p> <p>Mark an opponent to stop them getting the ball</p> <p>Move with increasing agility</p> <p>Intercept a ball</p>	<p>Mark an opponent to stop them getting the ball</p> <p>Dodge an opponent in different ways to move into space to receive</p> <p>Send an object slightly in front of a moving receiver</p> <p>Make a diagonal run when being marked</p> <p>Send/strike to score</p> <p>Intercept a moving ball</p>

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<p>Travel with and pass the ball to score points in a game</p> <p>Make quick decisions</p> <p>Context – ball games</p>	<p>Use catching and throwing skills with confidence and success</p> <p>Context – ball games</p>	<p>Follow rules of the game</p> <p>Say what is good and what could be improved in my own performance</p> <p>Context – rugby</p>	<p>Say what is good and what could be improved in my own and others' skills/team performances</p> <p>Context – football</p>	<p>Use tackling skills</p> <p>Context - Hockey</p>	<p>improve marking skills</p> <p>Context – Netball</p>
<b>Swimming</b>					
				<p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <p>Perform safe self-rescue in different water-based situations</p>	
<b>OAA (Outdoor adventurous activity)</b>					
					<p>Communicate with peers in a team work situation</p> <p>Give team mates advice on how to improve strategies</p> <p>Be physically active for a sustained period of time remembering the fundamental skills of balance, co-ordination and agility</p> <p>Develop flexibility, strength and technique adapted to activity undertaken</p> <p>Challenge yourself individually and in a team environment</p> <p>Context – team building and orienteering</p>

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<b>Athletics</b>					
Use an extended arm overarm throw	Use an opposition overarm throw	Run with steady pace and endurance	Run with steady pace and endurance	Run with steady pace and endurance	Run with steady pace and endurance
Use a sideways quoit throw	Jump to catch a ball or quoit	Run as many strides as your age for the approach	Begin to run with more speed for a set length of the track	Perfect sprinting ability and try to beat own personal best time	Use the 'sprint start' when starting a race by leaning forwards and pushing off your toes
Run, walk, leap, skip or gallop in different directions in a space	Move at different speeds and select the appropriate speed for an activity	Take off with one foot	Run with high knees	Run in a relay with a team, passing the baton	Run in a relay with a team, passing the baton
Move along a range of different pathways and tracks	Jump from a standing position with control and accuracy	Keep your hips high	Keep your head up and still	Practise a hop, skip and jump in that order	Make sure the Javelin runs down the length of the palm
Use different ways of jumping Land safely with control		Keep body upright	Arms pumping	Keep hips high throughout	Stand side on
<b>Context – Athletics / infant agility</b>	<b>Context – Athletics / infant agility</b>	Bring arms above head	Steady pace	Use arms to maintain balance Hop should be low relative to the jump phase	Opposite foot forward
		Land with feet together	Leap over the hurdles without stalling	<b>Context – Athletics / triple jump</b>	Keep opposite arm straight
		<b>Context – Athletics / long jump</b>	<b>Context – Athletics / hurdles</b>		Drive hips forward then shoulder
					Javelin held at a 45 degree angle
					Throw javelin using force from shoulder
					<b>Context – Athletics / javelin throw</b>