



Physical Education

Curriculum Progression in PE

King's Academy College School use the 2014 Primary National Curriculum and the Early Years Foundation Stage Curriculum on which to base our own schools' Curriculum Progression.

Please see our documents on Curriculum Development, Cultural Capital and the Curriculum Statement for each subject.

The 2014 Primary National Curriculum aims are to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

The Early Years Foundation Stage Curriculum states that educational programmes must involve activities and experiences:

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement, to promote mental health and well-being (wake & shake).

Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



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Curriculum Progression in PE Year R to Year 6

Strands	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Dance	<p>Awareness of space and each other.</p> <p>Negotiates space safely.</p> <p>Begin to explore movements for stories/moods/music/sounds</p> <p>Can select from a range of movements explored.</p> <p>Attempts improvements after teaching points.</p> <p>Can vary their body shapes in response to a range of stimuli</p> <p>Using the whole body in movement and gesture</p> <p>Can say what</p>	<p>Uses space well and negotiates space clearly.</p> <p>Copies and explores basic movements with increasing control.</p> <p>Can explore changes in levels</p> <p>Can vary the size of their body shapes</p> <p>Responds imaginatively to stimuli.</p> <p>Can say what they like about a performance related to the success criteria.</p> <p>Can respond to sound/music cues at transition points.</p> <p>Links moves together</p> <p>Taking off from different positions</p>	<p>Explore speed in movement</p> <p>Add change of direction to a sequence</p> <p>Put own phrases and shapes together to make a sequence that can be practised and repeated.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Can say how a performance can be improved related to the success criteria.</p> <p>Can take development points to improve</p>	<p>Translates ideas from stimuli into movement</p> <p>Beginning to improvise independently to create a simple phrase.</p> <p>Beginning to improvise with a partner to create a simple phrase.</p> <p>Develop a sequence by selecting, adapting and improving in response to feedback.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Precision of movement</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a small group.</p> <p>Demonstrating precision and control in response to stimuli.</p> <p>Beginning to adjust the way they perform phrases to show change in mood.</p> <p>Demonstrates clear rhythm.</p> <p>Consider how space can be used for effect.</p> <p>Modifies and improves parts of a sequence as</p>	<p>Beginning to exaggerate dance movements and motifs/phrases (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>e.g using various</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and</p>



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	<p>they like about performances linked to success criteria.</p>		<p>performance. Translates ideas from stimuli into movement with support. (video, story, own learning facts) Beginning to explore isolation in movement To show contrasts with good body shape and position Improve timing</p>	<p>Begin to evaluate performance skills Suggest ways to transition between parts of the dance.</p>	<p>a result of self-evaluation. Uses simple dance vocabulary to compare and improve work. Continue to suggest ways to transition between parts of the dance.</p>	<p>levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work</p>	<p>movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking</p>
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<p>Gymnastics (Travelling, balance, jumping)</p>	<p>JUMPING & LANDING Jumping and landing on feet. Jumping from low level apparatus and landing of feet. Showing some confidence</p>	<p>TRAVELLING Copy - Jogging, galloping, hopping, and travelling in different directions. Travelling on different body parts in different ways; bunny hop, bear, caterpillar, crab,</p>	<p>TRAVELLING Copy and repeat jogging, galloping, hopping, skipping with control and accuracy. Remember and repeat travelling</p>	<p>TRAVELLING Quality of actions on hands and feet in different directions on floor and apparatus. SHAPE/BALANCE</p>	<p>TRAVELLING Take weight on hands and feet safely when squatting onto apparatus. SHAPE/BALANCE Clarity of all shapes on</p>	<p>SHAPE/BALANCE Choose and perform symmetrical and asymmetrical shapes and balances using different body parts on the floor and</p>	<p>SHAPE/BALANCE Move into and out of symmetrical and asymmetrical shapes using different actions on different levels. Synchronise</p>



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	<p>when jumping from apparatus. Landing in a controlled position on feet</p> <p>TRAVELLING & USING APPARATUS Travels with confidence on, over and through apparatus. Travels on floor and apparatus in different ways to include; sliding, crawling, walking, jumping. Explores travelling on different body parts to include; feet, hands and feet, backs, tummy, bottom, side.</p>	<p>snake etc. Link 'like' actions together 3 x different travelling actions.</p> <p>SHAPES/ BALANCING Copy - wide, tall, small, tuck, star shapes. Balance on large and small body parts.</p> <p>ROLLING Copy – sideways rolls; log, egg. Rocking forwards and backwards in tuck. May attempt $\frac{3}{4}$ forward roll to pike possibly using incline. JUMPING Copy 2 feet to 2 feet Copy 2- 1, 1-2 feet. Landing safely, basic shapes in the air.</p> <p>SEQUENCE BUILDING Create and link simple combinations</p>	<p>patterns in different directions.</p> <p>SHAPES/ BALANCING Copy and remember Tuck, straddle, dish, arch, pike. 1, 2, 3, 4 point balances on large and small body parts inc, front and back support.</p> <p>ROLLING Copy and repeat Sideways rolling inc; log, egg, shoulder, dish-arch. Circle/Teddy roll Rocking forwards and backwards in tuck to feet.</p>	<p>Straddle, pike, tuck, front/back support, dish arch on different levels. 1,2,3,4 point balances and moving into and out of balances smoothly. Balancing on floor and apparatus.</p> <p>ROLLING Develop quality in sideways rolling. Circle/teddy roll Forward to feet.</p> <p>JUMPING Jumping for height from 1 and 2 feet and landing on 1-2 feet - all shapes. Jumping from apparatus showing shapes</p>	<p>different levels showing body tension. Take body weight safely on different body parts inc; bottom, head and hands. Perform controlled partner balances taking some body weight. Link different balances on different levels. Link balances with rolls i.e. front support into log roll, arabesque into forward roll.</p> <p>ROLLING Improved control and quality when performing all sideways</p>	<p>apparatus showing control. Choose and perform matched and mirrored shapes and balances on floor and apparatus accurately.</p> <p>ROLLING Use actions/balances to move into and out of rolls smoothly Backward roll. Link a number of rolls smoothly showing control and changes of speed/direction.</p> <p>JUMPING Vaulting – Squat onto apparatus and jump off higher agility tables still</p>	<p>actions with a partner. Choose and perform counter balance and counter tension with a partner using different body parts in contact on floor and apparatus with control.</p> <p>ROLLING Improved quality of rolls in isolation and as part of a sequence; forward roll, backward roll, teddy roll. Use rolls to smoothly link shapes/balances within longer sequences.</p> <p>JUMPING Vaulting – squat</p>
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	<p>SHAPES & BALANCES Perform wide, tall, small, tuck, star shapes. Balance on large body and some small body parts. Balance momentarily on 1 foot</p>	<p>of 2+ actions – travel & balance. Observe and copy a partner’s sequence accurately. Comment on the quality of actions shown.</p>	<p>JUMPING Copy and repeat 2-2, 1-2, 2-1, 1-1, 1-1 (other) with control. Jumping for increased height. Jumping with accurate shape and landing on feet. SEQUENCE BUILDING Create and link combinations of 2 actions i.e. 2 x balance, 2 x travel and remember them Link 3-4 simple actions; Travel – jump – spin – balance and remember them. Copy and remember a partner’s sequence accurately.</p>	<p>and controlled landings. SEQUENCE BUILDING Create and remember sequences of 4 more actions i.e. travel – jump – roll – balance – turn on floor. Adapt sequences onto apparatus. Change levels, speed or directions within sequence as directed. Work cooperatively with a partner to create and perform paired sequence. Describe the difference between 2 performances. Make simple</p>	<p>rolls, and teddy/circle roll. Begin backward roll progressions. Use rolls effectively within sequences to link balances or to change direction. JUMPING Vaulting - Squat onto apparatus (hands then feet) shaped jumps from apparatus. Clarity of shape, controlled landings. SEQUENCE BUILDING Increase length of sequence to include perform and remember 4+ actions showing clear beginning,</p>	<p>landing with control. Improved clarity of shape and body tension in the air. SEQUENCE BUILDING Repeat accurately a longer more difficult sequence showing smooth links, body tension and clarity of shape. Choose appropriate actions to link together smoothly in a contrasting sequence. (different actions/speeds/directions) Identify which</p>	<p>onto apparatus and jump off higher agility tables with improved control and quality of shape. SEQUENCE BUILDING Choose appropriate contrasting actions to create longer more challenging sequences remaining controlled on floor and apparatus. Vary the composition of sequences to improve the overall look or fluidity. Explain how a sequence is formed using</p>
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			<p>Adapt sequences to include apparatus or a partner</p> <p>Describe actions they see comment on an action and say how they might improve it.</p>	<p>assessments based on given criteria</p>	<p>middle and end. Include and adapt sequences to include changes of level, speed and direction individually and with a partner on floor and apparatus.</p> <p>Explain the difference between 2 performances. Make assessments from given criteria justifying your choice. Use assessments to modify and refine their own sequences and others.</p>	<p>aspects were performed accurately, fluently, clearly etc. Make suitable assessments using criteria and clearly justify your choices using appropriate language.</p>	<p>appropriate terminology to describe technique and composition. Evaluate own and others performances using appropriate terminology to describe technique and composition.</p>
<p>Games (invasion,</p>	<p>TRAVELLING Finds clear</p>	<p>SENDING Rolling a ball</p>	<p>SENDING Rolling a ball</p>	<p>PASSING & RECEIVING</p>	<p>SEND & RECEIVE Use a range of</p>	<p>PASSING & RECEIVING</p>	<p>PASSING & RECEIVING</p>



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<p>net & wall, striking & fielding)</p>	<p>space avoiding obstacles in lessons and in games. Adjusting speed and direction to avoid obstacles. Experiments with different ways of moving showing confidence. Copy simple ways of travelling to include; walking, running, hopping.</p> <p>MANIPULATING EQUIPMENT Shows increasing control over large and small objects with hands and feet to include; patting, pushing and kicking.</p>	<p>accurately and in different directions. Sending underarm Sending overarm. Kicking a ball with inside of foot Sending and kicking at targets for accuracy. Understand the importance of aiming.</p> <p>RECEIVING Trapping a ball with feet and hands showing improved control. Catching a ball (medium height) Attempt catching a ball at different heights.</p> <p>BASIC ATTACKING TACTICS Pass the ball to a person in space. Send an object into space to make it more difficult for</p>	<p>accurately and in different directions. Sending underarm and overarm. Kicking a ball with inside of foot. Throwing and kicking at targets for accuracy. Understand the importance of aiming.</p> <p>RECEIVING Trapping a ball with feet and hands showing improved control. Catching a ball (medium height) Attempt catching a ball at different heights. Vary Striking a ball with a bat/racket</p> <p>BASIC</p>	<p>Pass and receive using different techniques with hands, feet, stick. Choose appropriate places to stand when receiving. Send and shoot a ball at a target with some accuracy. Send underarm and overarm using different equipment and 1 and 2 hands, different heights and different directions. Hit a ball with a racket using different methods. Hit a ball from a tee. Stop a ball and send it back to a partner or into play quickly and with some accuracy.</p>	<p>passes and techniques to send and receive accurately. Shoot a ball into targets (hoop, basket, net) accurately. Send 1 handed and 2 handed in different directions and at different heights with accuracy and some power.</p> <p>STRIKING & FIELDING Hit a ball from a tee accurately. Stop a smaller ball and send back to partner or into a fielder quickly and accurately.</p> <p>NET/WALL Hit and ball with racket using</p>	<p>Pass and receive with accuracy, confidence and control in isolated situations and sometimes games.</p> <p>SHOOTING Shoot accurately in a range of ways using different equipment. Shoot from close range and distance.</p> <p>STRIKING & FIELDING Hit a ball accurately into space and in different parts of the playing area. Gauge when to run after hitting a ball. Bowl underarm and</p>	<p>Pass and receive with consistency, accuracy, confidence and control and a degree of speed in isolated situations and often games.</p> <p>SHOOTING Shoot accurately in a range of ways using different equipment. Shoot from close range successfully and sometimes from different angles and distance.</p> <p>STRIKING & FIELDING Hit a ball with purpose. Able to vary the speed, direction and height to avoid</p>
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	<p>Able to manipulate equipment on own and with another. Able to manipulate equipment whilst moving with some control. Able to receive a bean bag /large ball when thrown accurately. Able to throw a beanbag/large ball in a given direction. Hold equipment with 1 hand appropriately such as; hoops, quoits, bats, rackets, beanbags, balls.</p>	<p>their opponent. Hit or run into space to help others score.</p> <p>BASIC DEFENSIVE TACTICS Begin to show basic marking by staying close to someone. Copy and say why something was good. Watch a skill or game carefully and recognise what was successful. Describe what they have done or seen others doing.</p>	<p>ATTACKING TACTICS Pass the ball to a person in space. Send an object into space to make it more difficult for their opponent. Hit or run into space to help others score.</p> <p>BASIC DEFENSIVE TACTICS Begin to show basic marking by staying close to someone. Copy and say why something was good. Watch a skill or game carefully and recognise what was successful. Describe what they have done or seen others</p>	<p>ATTACKING SKILLS Keep possession within a team by passing and moving into space. Progress towards goal/target on own and with others. Know how to use space effectively in games. Make some good decisions on where to pass to in games. Make things difficult for opponent by directing ball into space when hitting. Choose where to stand as a fielder to make it harder for the batter.</p> <p>DEFENDING SKILLS</p>	<p>varying techniques; (forehand, backhand, hard, soft)</p> <p>ATTACKING SKILLS Use different tactics to keep possession and get into positions to shoot. Make good decisions when and where to pass and run. Attempt to outwit an opponent by directing a ball into space/different speeds/heights. Explain how they and others have kept possession successfully.</p> <p>DEFENDING</p>	<p>overarm. Intercept and retrieve an object quickly when fielding. Send a ball overall effectively when fielding.</p> <p>NET/WALL Play shots on both sides of the body and above head with reasonable accuracy. Keep a rally going with a partner. Position themselves well on court.</p> <p>ATTACKING SKILLS Make decisions when to pass and when to travel with a ball in games. Use a variety of skills</p>	<p>fielders. Gauge when to run after sending a ball. Bowl underarm and overarm with increasing accuracy and speed. Intercept and retrieve a moving ball quickly when fielding. Send a ball overall effectively when fielding.</p> <p>NET/WALL Play shots on both sides of the body and above head with accuracy. Keep a rally going that is non cooperative. Hit the ball at the top of a bounce. Move to the centre of the</p>
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			doing	<p>Stay close to an opponent making it difficult for them to move into space. Begin to think about marking a player and the space in games. Make some successful interceptions</p> <p>Explain how to keep possession and describe how they and others have achieved it. Identify what they do best and what they find most difficult. Explain some basic tactics that they use in games.</p>	<p>SKILLS Able to mark a player closely. Able to mark a space with some effect. Intercept/block a ball. Choose effective places to stand as a fielder to make it difficult for a batter.</p> <p>Keep and use rules given and make suggestions to improve the game. Identify aspects of their game that need improving and say how they will go about improving them.</p>	<p>and tactics to keep possession.</p> <p>DEFENDING SKILLS Know how to mark and defend their goal.</p> <p>Recognise own and other strength's. Explain why a performance is good. Look for specific things in a game and explain how well they are being done i.e. marking an opponent.</p>	<p>court after each shot.</p> <p>ATTACKING SKILLS Choose when to pass and when to travel with a ball in games to progress the ball forward. Use a variety of skills and tactics to keep possession.</p> <p>DEFENDING SKILLS Know how to mark and defend their goal successfully. Use a range of marking tactics in games (ball, player, space, goal)</p> <p>Recognise and describe the best points in an</p>
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							individual's and team performance. Identify areas for improvement and suggest how you they would improve them. Look for specific things in a game and explain how well they are being done using improved language i.e. marking an opponent.
Athletics	<p>RUNNING Shows improved control and coordination when walking and running. Negotiates obstacles when walking and running to include; lines, cones, hoops,</p>	<p>RUNNING Copy different ways for running for speed and distance. Run in different directions and at different speeds.</p> <p>JUMPING Copy basic jumping patterns and land with control. 2-2, 11,</p>	<p>RUNNING Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some control and consistency. Can take part in</p>	<p>RUNNING Shows greater control when running in different ways and in different directions. Uses body effectively to run for speed i.e.; elbows close to body, thumbs moving from</p>	<p>RUNNING Understands and clearly demonstrates the difference between sprinting and running for sustained periods. Reacts quickly demonstrating</p>	<p>RUNNING Understands why pacing is important and uses knowledge when taking part in longer runs to judge their speed effectively. Reacts fast and shows speed</p>	<p>RUNNING Chooses the best pace to sustain their running when taking part in longer runs. Accurately mark a sprint start and use it to gain power. React quickly and sprint</p>



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	<p>etc. by adjusting speed and/or direction. Negotiates space when running at speed.</p> <p>JUMPING Explores jumping high and landing on feet with some control. Explores jumping far and landing on feet with some control. Jumps on and off lines, in and out of hoops showing some control.</p> <p>SENDING Shows increasing control and coordination when pushing and sending</p>	<p>1-2, 2-1. Beginning to use body more effectively to generate height/distance when jumping.</p> <p>SENDING Copy sending techniques with some accuracy i.e. underarm, overarm, chest push. Begin to use body to generate power when sending for distance.</p>	<p>a relay activity, remembering when to run and what to do.</p> <p>JUMPING Copy jumps with greater control and accuracy. Can repeat a short sequence of linked jumps. Such as hop, hop, jump. Use body effectively to jump for height and/or distance.</p> <p>SENDING Can send a variety of objects, changing their action for accuracy and distance as required. To include; underarm send,</p>	<p>hips to lips, head and eyes forward etc. Can identify some key points to improve technique when running. Able to run for longer periods of time without stopping the importance of pacing. Pass batons/bean bags effectively to team members when travelling at speed.</p> <p>JUMPING Shows improved control when taking off and landing from 1 and 2 feet. Uses upper and lower body effectively to generate</p>	<p>improved sprinting technique. Able to pace themselves more accurately when taking part in longer runs. Shows a good understanding of different relays and beginning to think more tactically to support their team.</p> <p>JUMPING Perform a range of jumps for height and distance, showing consistent technique and sometimes using a short run-up. Able to compare and contrast performances</p>	<p>when running short distance. Can explain what I need to do with my body to generate and maintain speed. Cooperates well with team during relays at speed using efficient baton exchanges. Runs over hurdles at speed and often take off from their preferred leg.</p> <p>JUMPING Jumps are consistently controlled and accurate when jumping for distance and height. Can link combination jumps smoothly together.</p>	<p>confidently using effective technique. Gives partner accurate feedback to improve their performance. Consistently pass the baton accurately using the specified method to ensure smooth changeovers. Show good rhythm and speed when hurdling.</p> <p>JUMPING Shows good control, speed and power when jumping. Able to adapt skills and techniques according to the task set. When combination jumping Shows</p>
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	<p>equipment to include; bean bags, large balls, quoits using 1 and 2 hands. Shows increasing accuracy when sending at targets using bean bags/large balls from close range.</p>		<p>2 and 1 handed push, 2 and 1 handed pull.</p> <p>Watch an athletic action or performance and recognise what was successful. Comment on an action and say how you might improve it. 'What do I need to do with my body to jump further/higher' etc.</p>	<p>power when jumping for height and/or distance.</p> <p>Choose tactics to improve the distances jumped.</p> <p>SENDING Able to send for distance in different ways showing accuracy and some power. inc; 1 & 2 handed push, 1 & 2 handed pull.</p> <p>Can identify key points to improve sending technique.</p>	<p>using appropriate language.</p> <p>SENDING Know and demonstrate a range of sending techniques; inc 1 handed pull (javelin) 1 handed push (shot) underarm sling (discus) Send with improved accuracy and power into a target area.</p> <p>Explain the difference between 2 jumps, sends or runs. Identify aspects of their actions/performance that need improvement and describe</p>	<p>SENDING Demonstrates accurate technique when sending using push, pull and sling techniques along with power to generate good distance. Able to measure accurately.</p> <p>Identify which aspects were performed accurately, fluently, clearly etc. Recognise own and other strengths. Explain clearly why a performance is good.</p>	<p>control through each element and uses body effectively to generate height and distance.</p> <p>SENDING Push, pull and sling with improved technique and power. Uses a run up in javelin effectively and a shift in shot put. Identify and explain why certain techniques are more successful and why.</p>
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					how they will do so.		
Swimming		Put face in water and blow bubbles To float on front and back To doggie paddle on front and kick on back To be able to swim the width of the pool with aids.	Fully submerge under water To be able to float for 10 seconds To demonstrate push and glide To be able to swim 12.5metres with recognisable stroke	Be able to swim 20 metres across the pool without support To swim 10 metres front crawl and backstroke	N/A	N/A	To be able to swim 25 metres any style, unsupported.