



PHYSICAL EDUCATION CURRICULUM PROGRESSION

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 respond to a range of stimuli</p> <p>Using the whole body in movement</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>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 performance.</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</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. e.g using various levels, ways of travelling and motifs.</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 movements to create a fluent sequence.</p>

	<p>and gesture</p> <p>Can say what they like about performances linked to success criteria.</p>	<p>Links moves together</p> <p>Taking off from different positions</p>	<p>Translates ideas from stimuli into movement with support. (video, story, own learning facts)</p> <p>Beginning to explore isolation in movement</p> <p>To show contrasts with good body shape and position</p> <p>Improve timing</p>	<p>Begin to evaluate performance skills</p> <p>Suggest ways to transition between parts of the dance.</p>	<p>improves parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Continue to suggest ways to transition between parts of the dance.</p>	<p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work</p>	<p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance</p>
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							<p>sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
<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 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</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, snake etc. Link 'like' actions together 3 x different travelling actions.</p> <p>SHAPES/ BALANCING Copy - wide, tall, small, tuck, star shapes. Balance</p>	<p>TRAVELLING Copy and repeat jogging, galloping, hopping, skipping with control and accuracy. Remember and repeat travelling 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</p>	<p>TRAVELLING Quality of actions on hands and feet in different directions on floor and apparatus.</p> <p>SHAPE/BALANCE 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</p>	<p>TRAVELLING Take weight on hands and feet safely when squatting onto apparatus.</p> <p>SHAPE/BALANCE Clarity of all shapes on 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.</p>	<p>SHAPE/BALANCE Choose and perform symmetrical and asymmetrical shapes and balances using different body parts on the floor and apparatus showing control. Choose and perform matched and mirrored shapes and balances on floor and apparatus accurately.</p> <p>ROLLING Use actions /</p>	<p>SHAPE/BALANCE Move into and out of symmetrical and asymmetrical shapes using different actions on different levels. Synchronise actions with a partner.</p> <p>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>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>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>on large and small body parts.</p> <p>ROLLING Copy – sideways rolls; log, egg. Rocking forwards and backwards in tuck. May attempt ¾ forward roll to pike possibly using incline.</p> <p>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 of 2+ actions – travel & balance. Observe and copy a partner’s sequence accurately.</p> <p>Comment on the quality of actions shown.</p>	<p>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>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.</p> <p>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;</p>	<p>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 and controlled landings.</p> <p>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.</p>	<p>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 rolls, and teddy/circle roll. Begin backward roll progressions. Use rolls effectively within sequences to link balances or to change direction.</p> <p>JUMPING Vaulting - Squat onto apparatus (hands then feet) shaped jumps from apparatus. Clarity of shape, controlled landings.</p> <p>SEQUENCE BUILDING Increase length of sequence to include perform</p>	<p>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 landing with control. Improved clarity of shape and body tension in the air.</p> <p>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.</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 onto apparatus and jump off higher agility tables with improved control and quality of shape.</p> <p>SEQUENCE BUILDING Choose appropriate contrasting actions to create longer more challenging sequences remaining controlled on floor and apparatus. Vary the composition of</p>
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			<p>Travel – jump – spin – balance and remember them. Copy and remember a partner’s sequence accurately. 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>Describe the difference between 2 performances. Make simple assessments based on given criteria</p>	<p>and remember 4+ actions showing clear beginning, 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>(different actions/speeds/directions)</p> <p>Identify which aspects were performed accurately, fluently, clearly etc. Make suitable assessments using criteria and clearly justify your choices using appropriate language.</p>	<p>sequences to improve the overall look or fluidity.</p> <p>Explain how a sequence is formed using appropriate terminology to describe technique and composition. Evaluate own and others performances using appropriate terminology to describe technique and composition.</p>
<p>Games (invasion, net & wall, striking & fielding)</p>	<p>TRAVELLING Finds clear space avoiding obstacles in lessons and in games. Adjusting speed and direction to avoid</p>	<p>SENDING Rolling a ball accurately and in different directions. Throwing underarm</p>	<p>SENDING Rolling a ball accurately and in different directions. Throwing underarm</p>	<p>PASSING & RECEIVING Pass and receive using different techniques with hands, feet, stick. Choose</p>	<p>SEND & RECEIVE Use a range of passes and techniques to send and receive accurately. Shoot a ball into targets</p>	<p>PASSING & RECEIVING Pass and receive with accuracy, confidence and control in isolated situations and</p>	<p>PASSING & RECEIVING Pass and receive with consistency, accuracy, confidence and control and a</p>

	<p>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. Able to manipulate equipment on own and with another. Able to manipulate equipment whilst moving with some control Able to catch a bean bag /large ball when thrown accurately. Able to throw a beanbag /large ball in a given direction. Hold equipment with 1 hand</p>	<p>Throwing 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.</p> <p>BASIC ATTACKING TACTICS Pass the ball to a person in space. Throw or hit 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</p>	<p>Throwing 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 ATTACKING TACTICS Pass the ball to a person in space. Throw or hit an object into space to make it more difficult for their opponent. Hit or run into space to help others score.</p>	<p>appropriate places to stand when receiving. Throw and shoot a ball at a target with some accuracy. Throw 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 throw it back to a partner or into play quickly and with some accuracy.</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</p>	<p>(hoop, basket, net) accurately. Throw 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 throw back to partner or into a fielder quickly and accurately.</p> <p>NET/WALL Hit and ball with racket using 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</p>	<p>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 overarm Intercept and retrieve an object quickly when fielding. Throw 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</p>	<p>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 fielders. Gauge when to run after hitting a ball. Bowl underarm and overarm with increasing accuracy and speed. Intercept and retrieve a moving ball quickly when fielding. Throw a ball overall effectively when</p>
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	<p>appropriately such as; hoops, quoits, bats, rackets, beanbags, balls.</p>	<p>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>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>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 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</p>	<p>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 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>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 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>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 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>
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				they find most difficult. Explain some basic tactics that they use in games			<p>Recognise and describe the best points in an individual's and team performance. Identify areas for improvement and suggest how you they would improve them.</p> <p>Look for specific things in a game and explain how well they are being done using improved language i.e. marking an opponent.</p>
Athletics	<p>RUNNING Shows improved control and coordination when walking and running. Negotiates obstacles when walking and running to include; lines, cones, hoops, etc. by adjusting speed and/or direction. Negotiates space</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, 1-2, 2-1. Beginning to use</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 a relay activity, remembering when to run and what to do.</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 hips to lips, head and eyes forward etc. Can identify some</p>	<p>RUNNING Understands and clearly demonstrates the difference between sprinting and running for sustained periods. Reacts quickly demonstrating improved sprinting technique. Able to pace themselves more accurately when taking part in</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 when running short distance. Can explain what I need to do with</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 confidently using effective technique. Gives partner accurate feedback to</p>

	<p>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>THROWING Shows increasing control and coordination when pushing and throwing equipment to include; bean bags, large balls, quoits using 1 and 2 hands. Shows increasing accuracy when throwing at targets using bean bags/large balls from close range.</p>	<p>body more effectively to generate height/distance when jumping.</p> <p>THROWING Copy throwing techniques with some accuracy i.e. underarm, overarm, chest push. Begin to use body to generate power when throwing for distance.</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>THROWING Can throw a variety of objects, changing their action for accuracy and distance as required. To include; underarm throw, 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</p>	<p>key points to improve technique when running. Able to run for longer periods of time without stopping understanding 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 power when jumping for height and/or distance. Choose tactics to improve the distances jumped.</p> <p>THROWING Able to throw for</p>	<p>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 using appropriate language.</p> <p>THROWING Know and demonstrate a range of throwing techniques; inc 1 handed pull (javelin) 1 handed push (shot) underarm sling (discus) Throws</p>	<p>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>THROWING Demonstrates accurate technique when throwing using push, pull and sling techniques along with power to generate good distance. Able to</p>	<p>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 control through each element and uses body effectively to generate height and distance.</p> <p>THROWING Push, pull and sling with improved technique and</p>
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			it. 'What do I need to do with my body to jump further/higher' etc	distance in different ways showing accuracy and some power. inc; 1 & 2 handed push, 1 & 2 handed pull. Can identify key points to improve throwing technique	with improved accuracy and power into a target area. Explain the difference between 2 jumps, throws or runs. Identify aspects of their actions/performance that need improvement and describe how they will do so.	measure accurately. Identify which aspects were performed accurately, fluently, clearly etc. Recognise own and other strengths. Explain clearly why a performance is good	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.
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 20metres 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.