EYFS

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| Nursery | Personal, Social and Emotional Development | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important.  Remember rules without needing an adult to remind them. |
| Physical Development | Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.  Start taking part in some group activities which they make up for themselves, or in teams.  Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zip |
| Expressive Arts and Design | Respond to what they have heard, expressing their thoughts and feelings. |
| Reception | Personal, Social and Emotional Development | Manage their own needs.  -personal hygiene  Know and talk about the different factors that support overall health and wellbeing:  -regular physical activity |
| Physical Development | Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing  Progress towards a more fluent style of moving, with developing control and grace.  Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.  Develop overall body strength, balance, coordination and agility. |
| Expressive Arts and Design | Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Watch and talk about dance and performance art, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups. |
| ELG | Personal, Social and Emotional Development  Managing Self | Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing. |
| Personal, Social and Emotional Development  Building Relationships | Work and play cooperatively and take turns with others. |
| Physical Development  Gross Motor Skills | Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Expressive Arts and Design  Being Imaginative and Expressive | Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |

Year 1

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| Gymnastics | Dance | Physical Literacy and SAQ | Ball Skills  Football/basketball | Throwing and catching  Field games | Athletics |
| Develop fundamental movement skills  Complete a forward roll from a low starting position.    Become increasingly physically confident.  Create a variety of shapes using their body.  Perform basic sequences using space safely. | Repeat dance phrases.  Become  increasingly physically confident.  Become increasingly competent and confident.  Perform dances using simple movement. | Develop fundamental movement skills including running and jumping.  Navigate through moving children safely at a variety of speeds.  Start to develop a knowledge of a variety of skills.  Apply agility, balance and coordination skills, individually and with others. | Pat, throw, kick, stop/receive a variety of objects/equipment.  Enjoy tasks set out.  Start to develop a knowledge of a variety of skills.  Recognise speed and weight when sending a variety of objects. | To learn skills for striking  and fielding games.  To practise basic striking,  sending and receiving.  To use throwing and  catching skills in a game.  To practise accuracy of  throwing and consistent  catching.  To strike with a racket or  bat.  To play a game fairly and  in a sporting manner.  To use fielding skills to  play a game. | Throw a range of equipment at different targets.  Begin to understand when to change speeds according to length of run/distance.    Jump with both feet from a standing position. |

PE Progression Document

Year 2

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| Gymnastics | Dance | Physical Literacy and SAQ | Ball Skills  Football/basketball/Hockey | Throwing and catching  Field games | Athletics |
| Start to develop a knowledge of a variety of skills.  Recognise technical words that link to gymnastics.  Travel under over and through a variety of equipment/apparatus.  Distinguishing a good performance of skills.  Become increasingly competent and confident. | Create simple movement patterns showing an awareness of rhythm.    Perform own dance routine.    Use expression and emotion when performing. | Master basic movements including running and jumping.  Become increasingly competent and confident.  Engage in competitive sports and activities. | Master sending and receiving different objects (height, weight, distance).  Engage in competitive sports and activities.  Become increasingly competent and confident.  Develop simple tactics for attacking and defending.  Apply simple tactics for attacking and defending.  Become increasingly competent and confident. | To learn skills for playing  striking and fielding games.  To position the body to strike a ball.  To develop catching skills.  To throw a ball for distance.  To practise throwing skills in a circuit.  To play a game fairly and  in a sporting manner.  To use fielding skills to play a game. | Understand running speeds depending on distance and equipment.  Throw with coordination force, distance, control and accuracy.    Show determination and begin to show resilience when competing against self and others. |

PE Progression Document

Year 3

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| Gymnastics | Dance | Swimming | Ball Skills/invasion games | Striking and fielding | Athletics |
| Complete a forward roll from a high starting position.  Link gymnastic skills together. | Perform basic dance actions in timing to a song/rhythm/beat.  Show flexibility, strength, technique, control and balance when performing to music.  Become increasingly competent and confident.  Create appropriate actions/movements relating to a chosen song. | Swim competently, confidently and proficiently over a distance of at least 25 metres.  use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | Use a variety of equipment to send and receive to a partner.  Receive from a variety of heights, speeds, distances and angles.  Throw ,catch, strike and field a ball with control/accuracy.  Explain and apply sending and receiving techniques.  Develop strategies to cause problems for opposition.  Demonstrate resilience when participating in activities against  the opposition.    Recognise transferable skills to use in a variety of sports.  Compete against self and/or others using a variety of methods.  Start to develop a knowledge of a variety of skills and how to improve performances. | Take up appropriate fielding position in relation to other children and the batter.  Apply basic principles for striking and fielding. | Apply running techniques to improve performance.  Apply throwing techniques to improve performance.  Take off, jump and land demonstrating control and balance.    Compete against others in a variety of events  /games |

PE Progression Document

Year 4

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| Gymnastics | Dance | SAQ and physical Literacy | Ball Skills/invasion games. Rugby/Football/  Hockey | Striking and fielding | Athletics | Net and Wall Games |
| Combine movements, actions and balances individually or collaboratively to create a routine.  Compare performances with previous ones and demonstrate improvements to achieve personal best. | Know, apply and understand key skills of a good performance and make recommendations of how to make improvements.  Complete dance actions using counts of 4 and 8. | Recognise when to use effective changes of speed and direction when competing in a game.  Negotiate space within a game to make quick decisions.    Master basic movements including running and jumping.  Apply agility, balance and coordination skills, individually and with others. | Maintain control when travelling with equipment.  Begin to make good decisions to maintain possession.  Effective communication/signal to help maintain child in possession.    Master sending and receiving different objects.  Defend an area 1 V 1 or 2 v 2 using a plan  Attack an area 1 V 1 or 2 v 2 using a plan  Work collaboratively as part of a team.  Analyse own performance.  Compare own performances with previous ones and identify areas for improvement  Compete in modified sport/activities. | Adapt ideas for striking and fielding strategies  Strike a moving ball with control and accuracy.  Describe batting techniques.  Affect others with good communication and organisation skills when taking up fielding positions in relation to the batter. | Develop an awareness of time, speed and distance.  Select appropriate speed when travelling at a variety of distances.  Throw with coordination, force, distance, control and accuracy.  Compare own performances with previous ones. | Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball. Understand where to stand when receiving. Understand rules about the games.  Describe what they do and what they find hard. Talk about how to change the court to make it easier/harder. Say what they do well in a game and what they need help with and what they need to practice. |

PE Progression Document

Year 5

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| --- | --- | --- | --- | --- | --- | --- |
| Gymnastics | Dance | SAQ and physical Literacy | Ball Skills/invasion games. Netball/Hockey/Basketball/Dodgeball | Striking and fielding | Athletics | Net and Wall Games |
| Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength    Compare performance to previous ones and make suggestions for improvements | Move in time to music, creating movements that express the meaning and mood of the piece  Create short dance routines that relates to a piece of music  Explain decisions when creating/choosing movements that feature in a short routine  Perform short routines with good timing | Recognise when to use effective changes of speed when competing in a game.    Demonstrate fast reactions, control and balance when travelling past others. | Use different techniques to travel, pass/shoot in a variety of modified games.    Develop an understanding of how to improve and evaluate own performance.  Throw and catch constantly from a variety of heights, angles and distances.  Identify skills that are transferable to other sports/activities.  Recognise what works well and what changes would need to be made to improve performance  Attack an area 3 V 3 or 4 v 4 using a plan.  Recognise skills that are important to the game and apply where necessary.  Recognise different responsibilities within formation when competing as a team  Show resilience when competing as an individual or a team, | Strike a moving ball with control and accuracy.  Throw at a target with speed and accuracy when competing.  Recognise danger areas when fielding and react to situations presented by batting children. | Demonstrate an awareness of speed and distance when competing against others.  Explain the importance of breathing techniques and the effect it can have on the body | Hold and swing racket and where to stand on the court when hitting, catching and receiving. Hit the ball on both sides of the body and above head. Use different types of shots during a game. Improve accuracy. Explain why they or others are playing well in the games. Know what they need to get better at and what to practice. Know how to change court to make easier. Understand practices to help with precision and consistency and speed about the court. |

PE Progression Document

Year 6

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| Gymnastics | Dance | Outdoor and Adventurous | Ball Skills/invasion games./Basketball/Netball/Hockey/Football | Striking and fielding | Athletics/Swimming | Net and Wall Games |
| Combine and perform gymnastic actions using the whole body adapting movements and balances to a routine so they fit into a sequence.  Explain ways to improve their own performance in order to achieve their personal best.    Perform sequences on multiple levels using space expressively. | Create a dance routine with a partner or a small group that has the following:  Appropriate actions/movements relating to a chosen song  Appropriate actions to represent characters within a dance  Combine dance actions in timing of a song/rhythm/beat  Include a variety of expressions to match movements, actions and the song selected | Develop pupils understanding in a variety of land and water based adventurous activities  Take part in problem solving or survival activities requiring pupils to plan collaboratively in pairs or small groups  Develop pupils problem solving skills in a variety of situations in adventurous activities • Enable pupils to plan and work successfully as individuals, in pairs and in groups • Develop pupils understanding of the importance and significance of rules and safety | Understand and show how a team can retain possession  Maintain possession when competing against equal numbers.  Make effective choices of when to send or travel when competing against others.    Send and receive accurately whilst travelling  Recognise the main aspect of a good performance from the opposition.  Create tactics and strategies to combat other teams performance  Defend an area 3 V 3 or 4 v 4 using a plan  Identify suitable attacking and defending methods and adapt from the opposition.  Use and adapt tactics choosing the most effective one for different situations.  Explain the importance of attacking at speed  Make more than 1 suggestion of how to defend as a team. | Set up appropriate fielding positions as a team and as an individual.  Perform an over arm bowl with good weight and speed.  Use effective communication when batting. | Evaluate and highlight areas for improvement when jumping, sprinting and throwing to achieve personal best.  Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  Perform safe self-rescue in different water-based situations. | Devise a scoring system. Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. Know where to stand when attacking and defending. S&A Explain why they or others are playing well in the games. Know what they need to get better at and what to practice. Understand how to change court to make easier. Understand practices to help with precision and consistency and speed |

*“On our journey of faith, with Jesus as our guide, we share friendship, value learning and show*

*respect for ourselves and others, as we live, learn, play, work and pray together in our community.”*