



PE Progression

Gymnastics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Roll, crawl, walk, jump, run, hop, skip and climb Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics. 	<ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities Use simple movements and patterns Perform and develop confidence in performing short routines. Respond to instructions and commands. Move and change the speed of movement. Learn a variety of basic gym actions. Be still in different body shapes and balances and combine different ways of travelling. Recognise how it feels when the body is tense. Discuss how the body changes during exercise. 	<ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities Use simple movements and patterns Perform and develop confidence in performing longer routines. Name and recognise different aspects of gymnastic skills. Have a clear start, middle and end. Have a clear focus when watching others perform. Say when a movement or skill is performed well (aesthetic appreciation). Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve). 	<ul style="list-style-type: none"> Develop flexibility, strength, technique and some control. Compare their performances with previous ones Create a sequence of movements, naming and recognising each movement. Vary and apply actions on the floor. Copy a partner's sequence on the floor. Perform easy combinations of contrasting actions. Choose combinations that work in their sequences. Develop and perform actions. Practice and concentrate on quality of movement. Link different balances moving in and out of positions of stillness. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique and some control. Compare their performances with previous ones. Create a sequence of movements, naming and recognising each movement. Devise, perform and repeat sequences that include travel, body shapes and balances. Include changes of dynamics. Work with a partner. Adapt their sequences To suit partner or small group. Ask which parts of task they have completed and the ones they still need to practice. Suggest ways to improve the quality of sequence. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique and control and balance. Compare their performances with previous ones and demonstrate improvement. Perform a range of movements and patterns Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently. Be aware of extension, body tension and control. Combine movements with other in a group (matching and mirroring). Watch a performance and evaluate its success. Identify one or two aspects of their performance to practice and improve. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique and control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform a range of movements and patterns Use combinations of dynamics (pathways) to use space effectively. Plan a sequence and adapt it to limited equipment. Work as a group and shareroles fairly. Investigate different waysof working with a partneror small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)



Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility Combine different movements with ease and fluency 	<ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities Use simple movements and patterns Perform and develop confidence in performing short routines. Perform dances using simple movement patterns. Learn basic movements relating to feelings. Show that they have a clear starting and finishing position. 	<ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities Use simple movements and patterns Perform and develop confidence in performing longer routines. Perform dances using simple movement patterns. Evaluate and improve a dance performance. Use a range of vocabulary to describe moods and how dances make them feel. Remember and repeat simple dance phrases. Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique and some control. Compare their performances with previous ones Create a sequence of movements, naming and recognising each movement. Perform dances using a range of movement patterns Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Keep up an activity over a period of time and know what they need to warm up and cool down for dance. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique and some control. Compare their performances with previous ones. Create a sequence of movements, naming and recognising each movement. Perform dances using a range of movement patterns Describe, interpret and evaluate their own and others' dances, taking account a narrative. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique and control and balance. Compare their performances with previous ones and demonstrate improvement. Perform a range of movements and patterns Perform dances using a range of movement patterns. Recognise and perform a variety of dances. Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Organise their own warm up and cool down activities to suit the dance and show an understanding of why it is important. 	<ul style="list-style-type: none"> Develop flexibility, strength, technique and control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Perform a range of movements and patterns. Perform dances using a range of movement patterns Recognise and perform a variety of dances. Explore, improvise and combine movement ideas fluently and effectively. Understand how a dance is formed and performed to evaluate, refine and develop their own and others' work.



Competitive games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> Participate in team games Develop simple tactics for attacking and defending Begin to learn some rules linked to games and at times follow them. Play running and avoiding games. Explain how practicing skills can help you feel warmer and why is it good to play and get out of breath. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination. 	<ul style="list-style-type: none"> Participate in team games Develop simple tactics for attacking and defending Recall rules learnt for each sport and abide by them during games Use their skills to play end to end games, games over a barrier and fielding games. Use their ability to solve problems and make decisions. Watch others and describe what is happening. Talk about what they have done and how they did it. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Perform fielding techniques with increased control and co-ordination. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) Apply basic principles suitable for attacking and defending Develop strength and technique. Practise throwing and catching with a variety of different balls and using different types of throwing. Hit the ball with a racket. Use different shots. Play games using throwing and catching skills. Know how can they make it difficult for opponent to receive ball. Stand when receiving. Understand attack and defence tactics. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending Begin to develop tactical and game awareness. Develop strength and technique. 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 attack and defence tactics. 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. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate Apply basic principles suitable for attacking and defending Develop strength, control and technique. Take part in outdoor and adventurous activity challenges both individually and within a team. 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 improve on and what to practice. 	<ul style="list-style-type: none"> Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) Apply basic principles suitable for attacking and defending Develop strength, control and technique. Take part in outdoor and adventurous activity challenges both individually and within a team. 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. Explain why they or others are playing well in the games. Understand practices to help with precision and consistency and speed about the court.



Athletics/Multiskills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions. • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination • Participate in team games. • Take part in multiskills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility. • Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. 	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. • Begin to apply these in a range of activities • Participate in team games • Take part in multiskills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility. • Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. • Explore movement techniques with increased control. • How to run, throw and jump and perform these with increased control and co-ordination. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Choose skills and equipment to meet the challenges they are set e.g by increasing the distance thrown. • Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. • Recognise and describe what their bodies feel like during different types of activity. • Describe what happens to their heart, breathing and temperature during different types of athletic activity. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Run for short distances and times, and for longer distances and times, keeping a steady pace. • Practise 5 basic jumps e.g hop, step, jump. • Combine basic actions and form simple jump combinations. • Throw into a target using slinging, pushing and pulling actions. • Describe and evaluate the effectiveness of performance and recognise aspects that need improving. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Choose their favourite ways of running, jumping and throwing. • Choose the best equipment for different activities. • Know how to plan a run so they pace themselves evenly or unevenly. • Plan to cover distances as a team to get the best results possible. • Mark a run up for jumping and throwing. • Set themselves and others targets in different events. • Identify parts of the performance that need to be practised and refined, and suggest improvements. 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Develop the consistency of their actions in a number of events. • Increase the number of techniques they use. • Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. • Throw with greater control, accuracy and efficiency. • Perform a range of jumps showing power, control and consistency at both take-off and landing. • Understand why exercise is good for fitness, health and wellbeing.



Swimming

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines such as swimming.	N/A	N/A	<ul style="list-style-type: none">In particular, pupils should be taught to swim competently, confidently and proficientlyUse a range of strokes effectively (for example, front crawl)Perform safe self-rescue in different water-based situations.	<ul style="list-style-type: none">In particular, pupils should be taught to swim competently, confidently and proficientlyUse a range of strokes effectively (for example, front crawl, back stroke)Perform safe self-rescue in different water-based situations.	<ul style="list-style-type: none">In particular, pupils should be taught to swim competently, confidently and proficientlyUse a range of strokes effectively (for example, front crawl, back stroke and breast stroke)Perform safe self-rescue in different water-based situations.Swim to a distance of 25m	<ul style="list-style-type: none">Pupils should be taught to swim competently, confidently and proficiently swim to a distance of 25m

