



PROGRESSION IN PE



	Reception	AREASE OF STUDY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PE	<p>Experiment with different ways of moving</p> <p>Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking</p>	GAMES	<ul style="list-style-type: none"> Play co-operatively and competitively with a partner/team of 3 Keep to rules so that they and others enjoy an activity Move confidently in a space Jump with control in a variety of ways Slide to the left and right to dodge Send and receive a ball with some accuracy (throwing, kicking, rolling, bouncing) Hit an airborne ball with one hand Get into ready position to catch a ball Throw overarm Throw underarm 	<ul style="list-style-type: none"> Demonstrate some spatial awareness during team games Skip using a rope Bounce and travel with a ball with some control Receive a ball and trap it Pass a ball accurately Catch a ball consistently and accurately Strike and volley a ball with some accuracy Show good grip and stance when using a racket Send a ball over a net using a racket and forehand and/or backhand Begin to track an opponent Begin to intercept an opponent Keep possession of the ball 	<ul style="list-style-type: none"> Begin to understand own and others' strengths and weaknesses Throw underarm and overarm at a target with some accuracy with either hand Receive a ball accurately Receive a ball whilst on the move Demonstrate some of the principles of attacking and defending Send and receive a ball under pressure 	<ul style="list-style-type: none"> Use space well by finding and moving into a free space/passing to teammates when they are in a good space Understand own and others' strengths and weaknesses and have the confidence to practise to improve Develop an effective throwing technique Dodge accurately and effectively Throw and catch consistently and effectively Jump to catch a ball Bowl and bat a ball with some accuracy and power 	<ul style="list-style-type: none"> Understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team Make decisions quickly in a game Challenge and encourage each other to perform to the best of their ability Pass, control and dribble with accuracy and fluency while on the move Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or teammate Choose a shooting technique to use to be successful Land on different feet and pivot to pass a ball 	<ul style="list-style-type: none"> Demonstrate the perseverance to make decisions quickly in a game Understand the transference of skills from one type of game to another and apply appropriately Reflect on own and others' performance to help improve personal and team skills and performance Use tactics against an opponent Perform a dummy pass Officiate a game effectively
	<p>Balance</p> <p>Jump</p> <p>Land</p> <p>Catch</p> <p>Gallop</p> <p>Skip</p> <p>Side-step</p> <p>aim</p>	PROGRESSIVE VOCABULARY	<p>Control</p> <p>Co-operatively</p> <p>Send</p> <p>Receive</p> <p>Ready position</p> <p>Overarm</p> <p>Underarm</p> <p>Slide</p> <p>Dodge</p>	<p>Bounce</p> <p>Chest Pass</p> <p>Travel</p> <p>Trap</p> <p>Accuracy</p> <p>Consistent</p> <p>Strike</p> <p>Volley</p> <p>Stance</p> <p>Forehand</p> <p>Backhand</p> <p>Opponent</p> <p>Intercept</p> <p>Track</p> <p>possession</p>	<p>Attack</p> <p>Defend</p> <p>Under pressure</p> <p>Bowl</p>	<p>Power</p> <p>Reaction</p> <p>Honesty</p> <p>Teamwork</p> <p>Possession</p> <p>Referee</p> <p>Tactical awareness</p> <p>effective</p>	<p>Serve</p> <p>Dribble</p> <p>Pivot</p> <p>Wicket keeper</p> <p>Batsmen</p> <p>Attacker</p> <p>Defender</p> <p>Goal keeper</p> <p>Goal attack</p> <p>Wing attack</p> <p>Wing defender</p> <p>Goal shooter</p> <p>Centre</p> <p>Umpire</p> <p>Split step</p>	<p>Dummy pass</p> <p>Officiate</p> <p>Anticipate</p> <p>Footwork</p> <p>Rallies</p> <p>Tactics</p> <p>Backstop</p> <p>Base</p> <p>Try</p> <p>Pop pass</p> <p>Tap penalty</p>

<p>Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>GYMNASTICS</p>	<p>Begin to develop fundamental movement skills: balance, travel, roll and jump and explore the 5 basic shapes- straight/tucked/star/straddle/pi ke</p> <ul style="list-style-type: none"> • Travelling – to walk, sit, skip, sidestep and stand like a “gymnast” • Can talk about how to move safely around the area and on apparatus • Jumping- perform a straight jump • Children should start showing correct landings and can talk about why we must land correctly • Balancing- begin to balance 2 to 2 feet, 1 to 2 feet, 2 to 1 foot, 1 to other foot, 1 to same foot. • Explore balancing on large body parts: back, front, side, bottom. • Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). • Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet. <p>Rolling - Pencil roll, egg roll, dish roll.</p>	<p>Become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations.</p> <ul style="list-style-type: none"> • Travelling –Develop travelling like a gymnast. Explore monkey walk, caterpillar walk and bunny hop • Jumping – Children to explore star shape and tuck shape in the air. • Children to demonstrate control of straight, star and tucked shapes, perform from a bench • Balancing- Encourage the children to hold their balance for a count of 5 • Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet <p>Rolling- Develop egg roll into teddy bear roll. Explore rock and roll and tipper truck roll ready for forward rolls in Ks2.</p>	<p>Children should learn to use a broader range of skills in isolation and combination, and begin linking them to make sequences of movement</p> <ul style="list-style-type: none"> • Travelling- Children should look at travelling in different pathways using apparatus and changing speeds • Jumping- Children to show control when creating star shape and tuck shape in the air • Balancing - Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot • Balance on floor and apparatus exploring which body parts are the safest to use. • Rolling - Continue to develop control in the Pencil, Dish, Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner. • Combine the phases of earlier rolling actions to perform the full forward roll. 	<p>Children should learn to use a broader range of skills in isolation and combination, and develop their sequences of movement with a partner</p> <ul style="list-style-type: none"> • Travelling- Travel with a partner – move away from and together on floor and apparatus • Jumping- Develop stag jump • Add quarter or half turn into jumps • Explore twisted shapes in the air when jumping • Balancing – Develop balancing combinations • Explore balancing with a partner: facing, besides, behind and on different levels. • Move in and out of balance fluently. • Rolling - Begin to explore Backward rolls from Rock and Roll 	<p>Develop flexibility, strength, technique and control and balance Enjoy communicating and collaborating with each other</p> <ul style="list-style-type: none"> • Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances. • Travelling – Explore turning bunny hop into a cartwheel. Travel in time with a partner, move away from and back to a partner. • Jumping- Make symmetrical and asymmetrical shapes in the air. • Jump along, over and off apparatus of varying height with control in the air and on landing. • Balancing- Perform balances with control, showing good body tension. • Mirror and match partner’s balance i.e. making same shape on a different level or in a different place. • Explore symmetrical and asymmetrical balances on own and with a partner. • Rolling- Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet • Begin a backward roll from standing in a straight position, ending in a straddle position on feet. • Explore symmetry and asymmetry throughout the rolling actions. 	<p>Develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones</p> <p>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling. Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</p> <ul style="list-style-type: none"> • Balancing- Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus. • Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.
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<p>Jump Land Turn Travel Star jump Pencil jump Under Take-off Over Leap Through Safe Climb Pathways Small Long Wide Zig-zag</p>	<p>PROGRESSIVE VOCABULARY</p>	<p>Balance Curled Narrow High Low Solo Straight Tucked Straddle pike Dish roll pencil roll egg roll Spin Sideways Forwards Backwards</p>	<p>Turns 360 degree turn Perform Control Direction Seamless Forward roll Teddy bear roll Counter balance Start position Finish position</p>	<p>Sequence link Points Body weight</p>	<p>Poise Unison Canon Quarter turns Half-turns Fluently</p>	<p>Refine Flow Symmetrical Asymmetrical Dynamics mirroring</p>	<p>Counter tension Counter balance Synchronisation</p>
	<p>DANCE</p>	<ul style="list-style-type: none"> Spontaneously respond to variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Express feelings through movement Copy and repeat dance actions Describe simple dance actions using the appropriate vocabulary <p>(see P.E. Progression of skills document for more detail on specific movement)</p>	<ul style="list-style-type: none"> Respond appropriately to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Use own ideas to sequence dance Sequence and remember a short dance Respond in a variety of ways through movement to a range of stimuli Respond to own work and that of others when exploring ideas, feelings and preferences <p>(see P.E. Progression of skills document for more detail on specific movement)</p>	<ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create dance phrases and dances Perform their dance to an audience showing confidence Evaluate experiences and outcomes and set goals for their own development Show an awareness of different dance style and traditions <p>(see P.E. Progression of skills document for more detail on specific movement)</p>	<ul style="list-style-type: none"> Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end Show co-ordination, control and strength Show focus, projection and musicality Copy, repeat and remember movement, developing movement memory Compare and comment on their own and others work Identify strengths and areas for improvement using simple dance vocabulary <p>(see P.E. Progression of skills document for more detail on specific movement)</p>	<ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create longer and challenging dance phrases and dances Select appropriate movement material to express ideas/thoughts/feelings Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary <p>(see P.E. Progression of skills document for more detail on specific movement)</p>	<ul style="list-style-type: none"> Show co-ordination, control, alignment, flow of energy and strength Show focus, projection, sense of style and musicality Copy, repeat and remember complex movement, developing movement memory Evaluate experiences and outcomes and set goals for their own development Take on board feedback and deal positively with praise and criticism Compare and comment on their own and others work identifying strengths and areas for improvement using dance vocabulary <p>(see P.E. Progression of skills document for more detail on specific movement)</p>
<p>Sequence Movement</p>	<p>PROGRESSIVE VOCABULARY</p>	<p>Creative Speed Level Rhythm Direction</p>	<p>Timing Perform Beat</p>	<p>Posture Extension Pathway Canon Solo</p>	<p>Routine Canon Formation Unison</p>	<p>Mirror image Chance choreography Motif</p>	<p>Co-ordination Control</p>

		ATHLETICS	<ul style="list-style-type: none"> Experiment with running, jumping, hopping and stopping Change dynamics – walk slowly/quickly (speed) Experience practicing actions to improve Move with control and co-ordination Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Jump over low barriers Challenge themselves to jump further/higher 	<ul style="list-style-type: none"> Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) <ul style="list-style-type: none"> Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve in running, jumping and throwing 	<ul style="list-style-type: none"> Run smoothly at different speeds Watch and describe specific aspects of running e.g. what arms and legs are doing Recognise and record how the body works in different types of challenges over different distances Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Watch and describe specific aspects of throwing e.g. what arms and legs are doing 	<ul style="list-style-type: none"> Choose different styles of running of different distances Pace and sustain their effort over longer distances Carry out stretching and warm-up safely With guidance, set realistic targets of times to achieve over a short and longer distance With guidance, set realistic targets when jumping for distance or height Throw with greater control Consistently hit a target with a range of implements With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel 	<ul style="list-style-type: none"> Sustain pace over longer distance – 2 minutes Relay change-overs Set realistic targets for self, of times to achieve over a short and longer distance Perform a range of warm-up exercises specific to running for short and longer distances Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance or height Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further 	<ul style="list-style-type: none"> Confidently take part in running, throwing and jumping events Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Explain how warming up affects performance Explain why athletics can help stamina and strength Organise small groups to SAFELY take turns
Travel Throw Jump Height	PROGRESSIVE VOCABULARY	Speed Direction Sprint Run up Distance	Control Timing Accuracy React	Stamina Flexible Agility Co-ordination	Technique Hurdles Overarm Underarm	Pace Triple jump Relay Changeover	Aerobic Footwork	
	OAA			<ul style="list-style-type: none"> Communicate effectively with teammates Work as a team to solve a problem Follow the rules of an activity Navigate around an area by following directions Use a map to follow directions 	<ul style="list-style-type: none"> Think creatively to solve problems in a team Work with a partner to give and follow directions Demonstrate strong teamwork with a good level of communication Develop and refine orienteering and problem-solving skills 	<ul style="list-style-type: none"> Demonstrate leadership skills Organise teams effectively Communicates with teammates effectively 	Engage in a range of activities confidently and successfully during residential.	
	PROGRESSIVE VOCABULARY			Team Teammates Problem Solving Navigate Map	Directions Obstacles Solutions Communication Orienteering Key	Leadership Organisation Involvement Composure Verbal communication Fundamental skills Safety		
	Health and Fitness	-Describe how the body feels when still and when exercising. -- Describe how the body feels before, during and after exercise. - Carry and place equipment safely.	-Recognise and describe how the body feels during and after different physical activities. -Explain what they need to stay healthy.	-Recognise and describe the effects of exercise on the body. -Know the importance of strength and flexibility for physical activity. - Explain why it is important to warmup and cool-down.	-Describe how the body reacts at different times and how this affects performance. -Explain why exercise is good for your health. -Know some reasons for warming up and cooling down.	-Know and understand the reasons for warming up and cooling down. -Explain some safety principles when preparing for and during exercise.	-Understand the importance of warming up and cooling down. -Carry out warm-ups and cool-downs safely and effectively. -Understand why exercise is good for health, fitness and wellbeing. -Know ways they can become healthier	

	Muscles Spine Heartbeats stretch	PROGRESSIVE VOCABULARY		Sweating Rapid Steady Calm Control Flexible Regular				Preparation Discipline Pulse Stamina Circuits Mental health
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