



Progression in PE

All objectives taken from the national curriculum KS1 & KS2 * objectives from Target Tracker statements for PE.
Skills Sections broken down to see progression across all year groups.



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Acquiring and developing skills | <p>*Hold a balance whilst walking along a straight line. *Zig zag through a series of markers spaced evenly, about 2m apart. *Hop on the spot using the same foot. *Jump for distance. *Jump for height. *Catch a bean bag. *Throw a small ball underarm, using the correct technique.</p> <p>Games I can throw underarm I can hit a ball with a bat I can move and stop safely I can throw & catch with both hands I can throw and kick in different ways</p> <p>Gymnastics I can make my body curled, tense stretched and relaxed I can control my body when travelling and balancing</p> <p>Dance/movement I can move to music I can copy dance moves I can move safely in a space</p> <p>General I can copy actions I can move with control & care I can use equipment safely</p> | <p>*Zig zag through a series of tightly spaced markers. *Hop along a straight line using the same foot. *Jump for distance controlling the landing. *Jump for height with a controlled landing. *Catch a small ball. *Throw a small ball overarm, using the correct technique.</p> <p>Games I can use hitting, kicking and/or rolling in a game</p> <p>Gymnastics I can work on my own and with a partner</p> <p>Dance/movement I can change rhythm, speed, level and direction in my dance I can dance with control and co-ordination I can use dance to show a mood or a feeling</p> | <p>*Balance on one foot. *Climb a set of wall bars (or similar). *Perform a side stepping gallop. *Run at speed over a distance.</p> <p>Games I can throw and catch with control</p> <p>Gymnastics I can adopt sequences to suit different types of apparatus and criteria</p> <p>Dance/movement I can share and create phases with a partner and small group</p> <p>Athletics I can run at fast, medium and slow speeds; changing speed and direction I can take part in a relay, remembering when to run and what to do</p> | <p>*Complete a forward roll and land on the feet. *Skip forwards in a fluid motion. *Kick a ball accurately. *Pass a ball from chest height to a partner.</p> <p>Games I can catch with one hand I can throw and catch accurately I can hit a ball accurately with control</p> <p>Gymnastics I can work in a controlled way I can include change of speed and direction I can include a range of shapes</p> <p>Dance/movement I can use dance to communicate an idea</p> <p>Athletics I can run over a long distance I can sprint over a short distance I can throw in different ways I can hit a target I can jump in different ways</p> | <p>*Perform a sequence of one footed leaps. *Gallop with a fluid motion. *Dribble a football between cones.</p> <p>Games I can use forehand & backhand with a racket I can field I can choose a tactic for defending & attacking I can use a number of techniques to pass, dribble and shoot</p> <p>Gymnastics I can make complex extended sequences I can combine action, balance and shape</p> <p>Dance/movement I can perform to an accompaniment My dance shows clarity, fluency, accuracy and consistency</p> <p>Athletics I am controlled when taking off and landing I can throw with accuracy</p> | <p>*Perform a 'drop-kick'. *Perform a 'basketball dribble'. *Strike a ball with a range of bats for accuracy and distance.</p> <p>Games I can explain rules I can umpire</p> <p>Gymnastics I can combine my work with that of others I can link sequences to specific timings</p> <p>Dance/movement I can choose my own music and style</p> <p>Athletics I can demonstrate stamina</p> |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Applying skills and using tactics | <p>*Link skills and actions in different ways to suit different activities. *Establish sequences of actions and skills which have a clear beginning, middle and ending.</p> <p><u>Gymnastics</u> I can copy sequences and repeat them I can roll, curl, travel and balance in different ways</p> <p><u>Dance/movement</u> I can perform my own dance moves I can make up a short dance</p> <p><u>General</u> I can repeat actions & skills</p> | <p>*Structure sequences of actions and skills in different orders to improve performance (speed / direction / level /etc.)</p> <p><u>Games</u> I can follow rules I can decide the best space to be in during a game I can use one tactic in a game</p> <p><u>Gymnastics</u> I can plan and perform a sequence of movements I can think of more than one way to create a sequence which follows some rules</p> <p><u>Dance/movement</u> I can make a sequence by linking sections together</p> <p><u>General</u> I can copy and remember actions</p> | <p>*Vary skills, actions and ideas and link these in different ways to suit different activities. -*Vary his/her responses to tactics, strategies and sequences used.</p> <p><u>Games</u> I know and use rules fairly I am aware of space and use it to support team-mates and to cause problems for the opposition</p> <p><u>Dance/movement</u> I can improvise freely and translate ideas from a stimulus into movement I can repeat, remember and perform phrases</p> | <p>*Apply skills and tactics in combination with a partner or as part of a group / team.</p> <p><u>Games</u> I can vary tactics and adapt skills depending on what is happening in a game I can keep possession of the ball</p> <p><u>Gymnastics</u> I can work with a partner to create, repeat and improve a sequence with at least three phases</p> <p><u>Dance/movement</u> I can take the lead when working with a partner or group</p> | <p>*Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. *When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition. *Develop interest in participating in sports activities and events at a competitive level.</p> <p><u>Games</u> I can gain possession by working as a team I can pass in different ways</p> <p><u>Gymnastics</u> I can perform consistently to different audiences</p> <p><u>Dance/movement</u> I can compose my own dances in a creative way</p> <p><u>Athletics</u> I can combine running and jumping</p> | <p>*When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.</p> <p><u>Games</u> I can play to agreed rules I can make a team and communicate a plan I can transfer skills and movements across a range of activities and sports I can lead others in a game situation</p> <p><u>Dance/movement</u> I can develop sequences in a specific style</p> <p><u>Athletics</u> I can link together actions so that they flow in running, jumping and throwing activities</p> |

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| <p style="text-align: center;">Evaluating and improving performance</p> | <p>*Describe and comment on performance.</p> | <p>*Compare his/her performance with others.</p> <p><u>General</u> I can talk about what is different from what I did and what someone else did</p> | <p>*Compare and contrast his/her performance with others.</p> <p><u>Gymnastics</u> I can explain how strength and suppleness affect performance I can compare and contrast gymnastic sequences</p> | <p>*Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.</p> | <p>*Identify different levels of performance and use subject specific vocabulary.</p> | <p>*Analyse, modify and refine skills and techniques and how these are applied. *Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy</p> |
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EYFS.

| Physical Development | Baseline | Autumn Checkpoint | Spring Checkpoint | End of year (ELG) |
|----------------------|--|--|---|---|
| Gross Motor Skills | <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <ul style="list-style-type: none"> • Skip, hop, stand on one leg and hold a pose. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. | <p>Move in a variety of ways, including rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <ul style="list-style-type: none"> • Begin to show some control when rolling, hitting, throwing, catching and kicking a large ball. • Develop overall body strength, co-ordination, balance and agility to engage successfully in PE sessions. • Move with developing control and grace. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Follow the direction of adults to safely use a range of large and small apparatus indoors and outside, alone and in a group. | <p>Can change and speed and direction when moving in a variety of ways.</p> <ul style="list-style-type: none"> • Knows how to keep themselves and others safe when climbing and balancing on equipment, including recognising their own capabilities and how to jump and land safely. <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (of varying size), including rolling, hitting, throwing, catching and kicking.</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Vocabulary | Running, balance, hopping, dancing, skipping, climbing, rolling, hitting, throwing, catching, kicking, strength, balance and co-ordination. | | | |

| | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| Vocabulary | <p><u>Games</u> Tracking a ball, Rolling, Striking, Overarm throw, Bouncing, Catching, Free space, Own space, Opposite, Team, Rebound, Follow, Aiming, Speed, Direction Passing, Controlling, Shooting, Scoring.</p> <p><u>Dance</u> Travel, Stillness, Direction, Space, Beginning, Middle, End, Feelings, Body parts, Levels, Directions, Pathways, Speed, Rhythm.</p> <p><u>Gymnastics</u> Stretch, push, pull, hop, skip, step, spring, crawl, still, slowly, tall, long, wide, narrow, up, down, forwards, high, low elbows, bottom, back, around, through, extension, roll, copy, pathway, along, jump, land, balance, tension, curved, straight, zig-zag, shape, over, hang grip.</p> <p><u>Athletics</u> Throw, High, Low, Skip, Aim, Fast, Slow, Safely, Step, Bounce, Jump, Leap, Hop, Repeat, Run, Target, Overarm, Underarm, Walking, Jogging, Accelerate, Baton, Relay, Push, Take off, Landing, Evaluate.</p> | <p><u>Games</u> Keep possession, Keep the ball, Scoring goals, Keeping score, Making space, Pass/send/receive, Dribble, Travel with a ball, Back up, Support, partner, Make use of space, Points, Goals, Rules, Tactics, Batting, Fielding, Bowler, Wicket, Tee, Base, Boundary, Innings, Rounder, Backstop, Court, Target, Net, Defending, Hitting, Stance, Offside, Pitch, Forehand, Backhand, Volley, Overhead, Singles, Doubles, Rally.</p> <p><u>Dance</u> Space, Repeat, Dance, Phrase, Improvisation, Character, Gesture, Repetition, Action and reaction, Myth, Legend, Costume, Prop, Pattern.</p> <p><u>Gymnastics</u> Symmetrical, Asymmetrical, Combination, Evaluate, Improve, Stretch, Refine, Adapt, Pathway, Contrasting, Curled, Stretched, Suppleness, Strength, Inverted, Jump, Land, Over, Under, Leaving, Approaching, Balance, Forwards, Backwards, Combine, Rotation, Against, Towards, Across, Evaluate, Improve, Height, Strength, Suppleness, Stamina, Speed, Level, Wide, Tucked, Straight, Twisted, Constructive, Points, Twist, Turn, Safety, Refine, Away.</p> <p><u>Athletics</u> Sling, Pull, Distance, Sprint, Steady, pace, Accuracy, Height, Record, Joints, Rhythm, Leading leg, Measure, Underarm, Overarm, Heart beat, Pulse rate, Jogging, Walk, Hurdles, Landing, Control, Preferred Landing foot, Time, Stamina, Obstacles, Stance, Diagonal, Approach.</p> | <p><u>Games</u> Keeping possession, Passing, Dribbling, Shooting, Shield ball, Width, Depth, Support, Marking, Covering, Repossession, Attackers, Defenders, Marking, Team play, Batting, Fielding, Bowler, Wicket, Tee, Base, Boundary, Innings, Rounder, Backstop, Court, Target, Net, Defending, Hitting, Stance, Offside, Pitch, Forehand, Backhand, Volley, Overhead, Singles, Doubles, Rally.</p> <p><u>Dance</u> Dance, style, Technique, Formation, Pattern, Rhythm, Variation, Improvisation, Unison, Canon, Action, Reaction, Motif, Phrase, Interpret, Exploration,</p> <p><u>Gymnastics</u> Dynamics, Combination, Contrasting, Control, Mirroring, Matching, Accurately, Refine, Evaluate, Display, Asymmetry, Performance, Create, Symmetry, Refinements, Assessment, Suppleness, Strength, Cool down, Warm up, Muscles, Joints, Explore, Rotation, Spin, Turn, Shape, Landing, Take-off, Flight.</p> <p><u>Athletics</u> Height, Target, Pacing, Rhythm, Obstacles, Leading leg, Hurdles, Throwing, Speed, Accuracy, Take off, Stamina, Time, Projectory, Release, Performance, Accuracy, Take off, Distance, Target, Time, Position, Measure, Control, Height, Run up, Hurdle.</p> |

