

STRATFORD-SUB-CASTLE PRIMARY SCHOOL

PE PROGRESSION

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Experiments with different ways of moving. jumps off an object and lands appropriately. Experiments with different ways of moving. Jumps off an object and lands appropriately.</p> <p>Children show good control and co-ordination in large and small movements.</p>	<p>Explores movement actions with control and links them together with flow.</p> <p>Chooses and uses simple compositional ideas by creating and performing sequences.</p> <p>Balances with some control.</p> <p>Performs at different levels.</p> <p>Performs different body shapes.</p>	<p>Uses equipment in a variety of ways to create a sequence.</p> <p>Links movements together to create a sequence.</p> <p>Explores and creates different pathways and patterns.</p> <p>Shows contrasts in simple dances with good body shape and position.</p>	<p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Children begin to notice similarities and differences between sequences.</p> <p>Children begin to show flexibility in movements, uses turns whilst travelling in a variety of ways, develops good technique when travelling, balancing, using equipment etc.</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Children are beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Creates sequences using various body shapes and equipment.</p>	<p>Children use and refine flexibility, strength, balance, power and mental focus.</p> <p>Applies combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p>	<p>Children can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations of speed, levels and directions.</p>
Dance	<p>Children dance, and experiment with ways of changing their movement.</p> <p>They represent their own ideas, thoughts and feelings through dance.</p>	<p>Copies and explores basic movements and body patterns. Remembers simple movements and dance steps.</p> <p>Links movements to sounds and music.</p>	<p>Copies and explores basic movements with clear control. Uses space well and negotiates space clearly.</p> <p>Varies levels and speed in sequence.</p> <p>Can vary the size of their body shapes.</p> <p>Can describe a short dance using appropriate language.</p>	<p>Beginning to improvise independently to create a simple dance. Beginning to compare and adapt movements to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> <p>Beginning to improvise with a partner to create a simple dance.</p>	<p>Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p>	<p>Demonstrates strong movements throughout a dance sequence.</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>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p>	<p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p>

Athletics	Learn simple team and running games	<p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Performs a variety of throws with control and co-ordination.</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can perform a running jump with some accuracy.</p> <p>Can use equipment safely.</p>	<p>Can perform a running jump with more than one component.</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Demonstrates accuracy in throwing and catching.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary</p>	<p>Beginning to record peers performances and evaluate these.</p> <p>Can perform a running jump with more than one component.</p> <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Demonstrates accuracy in throwing and catching activities.</p>	<p>Children can demonstrate good running techniques in a competitive situation</p> <p>Investigates running styles and changes of speed</p> <p>Understands which technique is most effective when jumping for distance</p> <p>Children can utilise all the skills learned in this unit in a competitive situation</p>
Invasion		<p>Use basic underarm, rolling and hitting skills accurately. Hit and kick a ball in a variety of ways Track, intercept, stop and catch balls and small equipment consistently.</p> <p>Describe some basic rules, simple tactics and the way to score. Show good awareness of space and the actions of others. Compete in small sided games.</p> <p>Know playing games is good for them and describe what it feels like.</p> <p>Watch, describe and comment on what they have seen.</p>	<p>Perform basic techniques of catching and throwing to a good level of consistency when moving and standing still.</p> <p>Perform basic skills of rolling, striking and kicking with control.</p> <p>Use a variety of simple tactics in a small sided game. Show an awareness of opponents and team mates during games.</p> <p>Describe the differences in the way their body works and feels when playing different games.</p> <p>Begin to watch others and focus on specific actions to improve own skills.</p>	<p>Throw and catch with control when under limited pressure to keep possession and score goals.</p> <p>Choose and use a range of simple tactics for defending and challenging their opponent for striking, fielding and net games.</p> <p>Use simple rules fairly and extend them to devise their own games.</p> <p>Identify that playing extended games improves their stamina. Recognise good performances in themselves and others and use what they have learned to improve their own work.</p> <p>Know and describe the</p>	<p>Change pace, length and direction to outwit their opponent. Choose and use a range of ball skills with a good degree of accuracy.</p> <p>Use a variety of techniques and tactics to attack, keep possession and score. Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others.</p> <p>Understand how strength, stamina and speed can be improved by playing games</p> <p>Identify good performances and suggest ideas for practices that will improve their play.</p>	<p>Use a small range of sending, receiving and travelling techniques in games, with varied control.</p> <p>Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control.</p> <p>Know and apply the basic strategic and tactical principles of a various games and adapt them to different situations.</p> <p>Understand why exercise is good for their fitness, health and wellbeing . With help, devise warm up and cool down activities and justify their choices.</p>	<p>Perform skills with greater speed, fluency and accuracy in invasion, striking and net games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Know the importance and types of fitness and how playing games contributes to a healthy lifestyle.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p>

				effects of different exercise activities on the body and how to improve stamina. Begin to understand the importance of warming up			
Striking and Fielding	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it	<p>To learn skills for striking and fielding games.</p> <p>To practise basic striking, sending and receiving.</p> <p>To use throwing and catching skills in a game.</p> <p>To practise accuracy of throwing and consistent catching.</p> <p>To strike with a racket or bat.</p> <p>To play a game fairly and in a sporting manner.</p> <p>To use fielding skills to play a game</p>	<p>To learn skills for playing striking and fielding games.</p> <p>To position the body to strike a ball.</p> <p>To develop catching skills.</p> <p>To throw a ball for distance.</p> <p>To practise throwing skills in a circuit.</p> <p>To play a game fairly and in a sporting manner.</p> <p>To use fielding skills to play a game.</p>	<p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To develop and investigate different ways of throwing and to know when it is appropriate to use them.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for catching a ball and use it in a game.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct batting technique and use it in a game situation.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for fielding and use it in a game situation.</p> <p>To consolidate the throwing, catching and</p>	<p>To develop and investigate different ways of throwing, and to know when each is appropriate.</p> <p>To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.</p> <p>To use hand-eye coordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p> <p>To play in a competitive situation, and to demonstrate sporting behaviour.</p>	<p>To develop skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>To run between the wickets.</p> <p>To run, throw and catch.</p> <p>To develop a safe and effective overarm throw.</p> <p>To learn batting control.</p> <p>To use all the skills learned by playing in a mini tournament.</p>	<p>To throw and catch under pressure.</p> <p>To use fielding skills to stop the ball effectively.</p> <p>To learn batting control.</p> <p>To learn the role of backstop.</p> <p>To play in a tournament and work as team, using tactics in order to beat another team.</p> <p>To play in a tournament and work as team, using tactics in order to beat another team.</p>

				batting skills already learned.			
Outdoor				<p>Developing listening skills</p> <p>Creates simple body movements</p> <p>Listens to instructions</p> <p>Discuss and work with others in a group</p> <p>Demonstrates an understanding of how to stay safe</p>	<p>Develops strong listening skills</p> <p>Uses simple maps</p> <p>Beginning to think about problem solving activities</p> <p>Discuss and work with others in a group</p> <p>Demonstrates an understanding of how to keep things safe</p>	<p>Uses and interprets maps</p> <p>Chooses and applies strategies to solve problems</p> <p>Discuss and work with others in group</p>	<p>Uses and interprets maps</p> <p>Chooses and applies strategies to solve problems</p>