



Physical Education Subject Progression



Nursery to Reception ELG

	2- 3 Year Olds	3-4 Year Olds	Reception	Early Learning Goal
	Gross Motor Skills	Gross Motor Skills	Gross Motor Skills	
Physical Education	<p>Children at the expected level will be able to:</p> <ul style="list-style-type: none"> -I can walk, run, jump, climb and start using stairs independently. -I can spin, roll and independently use ropes and swings or climb up safely. -I can sit on a push-along wheeled toy, use a scooter or ride a tricycle. -I show an increasing desire to be independent, wanting to feed myself and I try to dress and undress. 	<p>Children at the expected level will be able to:</p> <ul style="list-style-type: none"> -I can ride a bike, trike, or scooter independently with confidence. -I can climb stairs independently. -I can stand still. -I can initiate a ring game. -I can play a parachute game. -I can slide -I can crawl -I can pivot my shoulder using upper body strength, e.g. swinging, pushing and lifting. 	<p>Children at the expected level will be able to:</p> <ul style="list-style-type: none"> -I can confidently crawl. -I can confidently:- walk – jump – run – hop – skip - climb -I can successfully complete a physical challenge. -I can climb higher. -I can challenge myself physically. -I can be still and quiet. -I can sit on the floor with my legs crossed. -I can sit with my arms folded. -I can sit on a chair. -I can sit at a table with my legs underneath the table. -I can confidently move around an obstacle course. -I can build a den. -I can use a slide. -I can roll a tyre. 	<p>ELG: Gross Motor Skills Children at the expected level of development will be able to:</p> <ul style="list-style-type: none"> • <i>Negotiate space and obstacles safely, with consideration for themselves and others.</i> • <i>Demonstrate strength, balance and coordination when playing.</i> • <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>

<p>Health and Wellbeing</p>		<p>Health and Wellbeing</p> <ul style="list-style-type: none"> -I am learning to be healthy. -I am learning movement is important for me. -I am beginning to understand about healthy bodies. -I can tell you why I need to clean my teeth. 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> -I can tell you about why raising my heart rate is good for me. -I know why I get out of breath. I can tell you about why I brush my teeth. -I can tell you why I eat fruit. -I can tell you why I hold an adult's hand near the road. -I understand the five a day rule. -I know lots of time on my device isn't good for me. -I understand the need for sleep. -I understand how to cross the road safely. -I know why I need to wash my hands and when. 	
<p>Balance</p>	<p>Balance</p> <ul style="list-style-type: none"> -I can balance an egg on a spoon- Static 2 hands. - I can balance equipment on body parts e.g. palm of hand, back, shoulder, and bent elbow. 	<p>Balance</p> <ul style="list-style-type: none"> I can balance an egg on a spoon- two hands. -I can bounce a large ball off the floor and catch with two hands. -I can bounce a small ball off the floor and catch with two hands. 	<p>Balance</p> <ul style="list-style-type: none"> -I can bounce on a space hopper and move fast. -I can bounce a large/small ball off the floor and catch with one hand. -I can balance an egg on a spoon one handed for a short/longer distance 	<p>Balance</p> <ul style="list-style-type: none"> -I can balance an egg on a spoon one handed and walk with increased speed. -I can bounce a large ball/small ball against a wall and catch with a partner.
<p>Kicking</p>	<p>Kicking</p> <ul style="list-style-type: none"> -I can explore kicking a static ball with both feet. -I can use my foot to tap a large static ball. 	<p>Kicking</p> <ul style="list-style-type: none"> -I can determine which foot I will use for kicking. 	<p>Kicking</p> <ul style="list-style-type: none"> -I can kick a ball. -I can kick a ball at a target or into a large space/goal. -I can pass a ball. 	<p>Kicking</p> <ul style="list-style-type: none"> -I can kick a ball to a smaller/narrower target space/goal. -I can start to explore how to dribble a ball between obstacles.
<p>Skipping with a roper</p>	<p>Skipping with a rope</p> <ul style="list-style-type: none"> -I can jump on the balls of my feet onto targets. 	<p>Skipping with a rope</p> <ul style="list-style-type: none"> -I can successfully jump over a stationary line with both my feet together. I can hold the skipping rope correctly. -I can hop on one leg. 	<p>Skipping with a rope</p> <ul style="list-style-type: none"> -I can skip with a skipping rope, turned by an adult. -I can turn the skipping role overhead and step over the rope. 	<p>Skipping with a rope</p> <ul style="list-style-type: none"> -I can confidently skip forwards with the rope, extending to backwards when ready,
<p>Jumping and landing</p>	<p>Jumping and landing</p> <ul style="list-style-type: none"> -I can bend my knees and keep my balance on the spot. -I can jump on the spot with two feet together and land safely. 	<p>Jumping and landing</p> <ul style="list-style-type: none"> -I can jump over a stationary line on the floor. I can jump with one foot and then the other. 	<p>Jumping and landing</p> <ul style="list-style-type: none"> -I can jump into and out of a hoop. -I can jump further. -I can jump from two feet to one foot keeping my balance. 	<p>Jumping and landing</p> <ul style="list-style-type: none"> -I can combine a sequence of 2-3 jumps with fluency and control in taking off and landing.

		I can with two feet together and jump forwards and backwards (sack race).	-I can use the hopscotch.	
Dancing	Dancing -I can move to music. -I can begin to watch the dances of others for short periods of time.	Dancing -I can freeze my position when dancing. -I can copy basic actions. -I can learn short routines, beginning to match pace. -I can watch dances and performances.	Dancing -I can learn longer routines. -I can say what I like and dislike about dances/performances.	Dancing -I can put a sequence of actions together. -I can begin to improvise independently to create a simple dance.
Running, jogging and skipping	Running, jogging, and skipping -I am beginning to walk and run independently, choosing appropriate props for support initially. -I can jog with my knees up on the spot.	Running, jogging, and skipping -I am a confident runner. -I can skip with my two legs. - I can jog in a straight line and change direction. Hold good posture and balance. -I can run fast	Running, jogging, and skipping -I can run faster. -I can run/ sprint in a given direction for different purposes e.g. chasing or retrieval (not straight line). -I can run in a straight line/ change direction. -I can skip with alternate feet.	Running, jogging and skipping -I can travel at different speeds on command or need. -I can select the appropriate speed, pace and distance for running.
Throwing	Throwing -I enjoy kicking, throwing and attempting to catch balls during play. -I can play a game with balls with an adult. -I can explore throwing of different objects and items. Light items fall more slowly e.g. scarves, bubbles beach balls.	Throwing -I can throw large beanbags overarm.	Throwing -I can throw a large ball to a partner with a short distance. -I can throw smaller balls and bean bags overarm -I can aim at something when I throw. -I can throw small balls to a partner with a short distance and to smaller targets e.g. a bucket or net.	Throwing -I can increase the distance for throwing to a person/target. -I can increase the speed that the ball travels when throwing to others. -I can travel/move and throw the ball.
Catching	Catching -I can bounce a ball off the floor and catch with two hands.	Catching -I can catch a large soft ball in two hands and cradle ball into chest.	Catching -I can catch a ball. -I can catch a larger ball when throwing and catching with a partner from short distances. -I can catch smaller balls, beanbags and equipment in two hands. Cradle to chest.	Catching -I can drop catch smaller balls after bouncing on the floor. -I can catch with one hand. -I can increase the distance for catching and the speed the ball is travelling. -I can increase accuracy.

Rolling	Rolling -I can roll balls and equipment over and around my body without dropping.	Rolling -I can roll large balls and equipment e.g. tyres to large targets. -I can roll large balls to a friend/cones/skittles along the floor- short distance.	Rolling -I can increase the rolling distance to the target. -I can roll small balls to a friend/cones along the floor- short distance.	Rolling -I can increase the rolling distance to the target.
Bat and Striking	Bat and striking -I can hold a bat or racquet correctly.	Bat and striking -I can travel with an object balanced on a bat-one handed. -I can swing a bat or racquet correctly and safely.	Bat and striking -I can hold a bat to hit a ball. -I am confident in my movement and handling of balls. -I can use a bat or racquet to hit a large target on a stand. -I can use a bat or racquet to hit a small ball on a stand.	Bat and striking -I can use a bat or a racquet to hit a slow, moving ball.
Gymnastics	Gymnastics -I can fit myself into spaces like tunnels and boxes and move around in them. -I can gradually gain control of my whole body by practising large movements like waving, kicking, rolling, crawling and walking. - I can explore sliding, crawling, walking, running, jumping and skipping on the floor and on benches. -I can keep still and hold a frozen shape whilst standing with two feet on the floor.	Gymnastics -I can climb safely. -I can jump off safe apparatus. -I can balance on large patches/body parts such as the bottom, back, side and front. -I can safely walk, crawl, slide climb up and jump over gymnastics equipment such as horses and benches. -I can move in a variety of ways. -I can roll. -I can walk across a plank safely with confidence.	Gymnastics -I move with coordination and balance – independently. -I can confidently roll. -I can move with confidence, control and grace. -I can explore travelling at different levels by moving in high and low shapes across a range of basic gymnastic equipment. -I can hold simple balances with 2 feet and one hand or 2 hands and one foot. -I can explore balance on front and back so that extended arms and legs are held off the floor.	Gymnastics -I can safely and confidently walk, crawl, slide, climb up and jump over gymnastic equipment such as beams and higher equipment and frames. -I can develop balance by showing good tension in the core and tensions and extension in the arms and legs, hands and feet.

Physical Education Skills Progression

Early Years	KS1	KS2
<p>Early Learning Goals</p> <p>Moving and Handling Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and Self-care Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Games (Invasion/Net and Wall/Striking and Fielding)

Invasion	Net and Wall	Striking and Fielding
<ul style="list-style-type: none">• Basketball• Football• Netball/Benchball• Tag Rugby• Handball• Hockey• Lacrosse	<ul style="list-style-type: none">• Tennis• Badminton• Volleyball• Dodgeball	<ul style="list-style-type: none">• Cricket• Rounders

Invasion games/ Net and Wall Games/ striking and Fielding Progression of skills

Games	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p>To be able to move and stop confidently, negotiating the space around them effectively. Spatial awareness</p> <p>Showing good control over their bodies when performing different skills.</p>	<p>To be confident and to keep themselves safe in a space in which a game or activity is being played.</p> <p>Explore and use skills, actions and ideas individually and as part of a team to suit the game that is being played.</p> <p>The ability to work with a partner during throwing and catching activities.</p>	<p>Improve the way they coordinate their body and control their actions across a number of activities.</p> <p>Remember to repeat and link actions when necessary in games.</p> <p>Develop basic tactics and use them appropriately in simple team games.</p>	<p>Combine and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games. Use their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for different games, play games fairly.</p>	<p>Develop the range and consistency of their skills in all games.</p> <p>Use rules accurately. Keep, adapt and make rules for different games, and play by them fairly.</p> <p>Use and adapt tactics in different situations, individually during a game according to what is happening and with a team.</p>	<p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them in different situations.</p> <p>Choose and apply skills more consistently in all games. Choose the best tactics needed to suit the game.</p>	<p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games.</p> <p>Understand, choose and apply a range of strategies for defence and attack. Use tactics and strategies more consistently in similar games (making links).</p> <p>Explain rules to others confidently and accurately. Effectively make a team plan and communicate this to others. Leading others in and out of a game situation.</p> <p>Invasion Games</p> <p>Use all members of a team effectively.</p> <p>Control movement with a ball in an opposed situation whilst moving.</p> <p>Taking part in game situations and applying tactics and</p>
Selecting and applying skills	<p>Start showing an ability to use their dominant hand to work with a partner in different activities. Explore and use skills effectively for particular games:</p> <ul style="list-style-type: none"> o Roll a ball or hoop o Throw a ball underarm o Explore balancing. 	<p>Choose and use skills effectively for particular games:</p> <ul style="list-style-type: none"> o Throw a ball accurately underarm to a target using increasing control. o Show increasing control when rolling an object, using a technique. o Hit a ball with control using an appropriate object. o Explore throwing and catching in different ways. o Explore kicking in different ways with different parts of the foot. 	<p>Choose, use and vary simple tactics.</p> <ul style="list-style-type: none"> o Catch and control a ball in movement working with a partner or in a small group. o Take part in games where there is an opposition. o Decide where to stand during a team game, to support the game. o Begin to lead others in a simple team game. 	<p>Invasion Games</p> <p>Accurately pass to someone else and catch/kick the ball, whilst stationary and when moving with the ball (whilst being under pressure).</p> <p>Begin to maintain possession in a game situation</p> <p>Accurately using the space to support teammates.</p> <p>Striking and fielding</p> <p>Consistency of techniques to strike/catch ball.</p>	<p>Invasion Games</p> <p>Catch a ball consistently with 1 or 2 hands.</p> <p>Consistently throw and catch a ball with speed and accuracy.</p> <p>Choose appropriate tactics to be effective within a game.</p> <p>Communicate and work well as part of a team.</p> <p>Lead a team effectively in different situations.</p>	<p>Invasion Games</p> <p>Control and catch a ball.</p> <p>Pass the ball accurately whilst moving.</p> <p>Work alongside teammates to gain and keep possession of the ball.</p> <p>Use a variety of techniques to pass the ball.</p> <p>Striking and Fielding</p>	<p>Explain rules to others confidently and accurately. Effectively make a team plan and communicate this to others. Leading others in and out of a game situation.</p> <p>Invasion Games</p> <p>Use all members of a team effectively.</p> <p>Control movement with a ball in an opposed situation whilst moving.</p> <p>Taking part in game situations and applying tactics and</p>

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				<p>Negotiating space to make team more effective</p> <p>Net and wall Games Take part in opposed conditioned games</p> <p>Serve underarm over a target or net.</p> <p>Accurately pass to someone else.</p>	<p>Awareness of defenders.</p> <p>Striking and Fielding</p> <p>Consistency to strike and catch a ball.</p> <p>Variation of throws.</p> <p>Applying tactics/showing awareness in games.</p> <p>Net and wall games</p> <p>Confidently use your forearm.</p> <p>Be able to return a pass confidently.</p> <p>Begin to start rallies (x3+), passing back and forth.</p>	<p>Confidence when catching. Body shape and consistency</p> <p>Shot selection to gain the biggest advantage</p> <p>Applying tactics and awareness to be more effective individually and as part of a team in game situations.</p> <p>Net and Wall Games</p> <p>Control a ball accurately with a racket.</p> <p>Use forehand and backhand with a racquet.</p> <p>Work alone/in pairs to gain possession of the ball.</p> <p>Use forehand and backhand consistently.</p>	<p>skills previously learnt.</p> <p>Confidently attack and defend by anticipating the direction of play.</p> <p>Striking and Fielding</p> <p>Confidently field by anticipating the direction of play.</p> <p>Shot selection to maximise potential for winning.</p> <p>Using a variety of fielding techniques to beat opponents.</p> <p>Net and Wall Games</p> <p>-Use forehand and backhand strokes with increased accuracy and speed, confidently using a racket.</p> <p>Develop serve technique with speed and precision. Combine several accurate passing techniques in a game.</p> <p>Control movement with a ball in an opposed situation, whilst moving.</p>
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<p>Evaluating and improving performance</p>	<p>Simply show (using strategies) whether they enjoyed something or not. -Use different tools (thumbs up/down, traffic lights)</p>	<p>Watch, copy and describe what they and others are doing.</p>	<p>Recognise good quality in performance. Use information provided by others to improve their own work.</p>	<p>Recognise good quality in performance and specifically identify the parts which need developing. Use what they have learnt to improve their own performance. To set targets to improve performance</p>	<p>Be able to clearly explain their plans and ideas and share these with others. Specifically identify the parts of others performances which need developing. Suggest practices to improve their play.</p>	<p>Choose and use information to evaluate their own and others' work. Specifically identify the parts of their own and others performances which need developing and professionally approach these.</p>	<p>Develop their ability to evaluate their own work and others work and to suggest constructive and specific ways to improve. To be able to confidently talk about injury and ways of overcoming these to improve performance in various</p>
<p>Knowledge and understanding of fitness and Health</p>	<p>Use simple words and phrases to describe how the body feels after exercise. Begin to understand the importance of exercise.</p>	<p>Know and understand that being active is good for the body and can be fun (due to personal opinion some activities/games are more enjoyable than others).</p>	<p>Recognise and describe what their body feels like during different activities/games.</p>	<p>Know and describe the short term effects of different exercise activities on the body. Know and understand how to improve stamina. Begin to understand and explain the imp</p>	<p>Know and describe the short term effects of different exercise activities on the body. Know and understand how to improve stamina. Begin to understand and explain the imp</p>	<p>Know and understand the principles of warming up and understand why it is important for high quality performance. Understand the importance of physical activity and can talk confidently about why.</p>	<p>Understand why exercise is good for their fitness, health and well-being. Understand and explain the need to prepare properly for activities/games.</p>

Gymnastics Progression of Skills

Gymnastics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	<p>Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles)</p> <p>Move and stop, recognising both commands and acting upon them immediately.</p> <p>Introduction to balance.</p>	<p>Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</p> <p>Move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Introduction to more complex balances</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.</p>	<p>Combine and improve the quality of their actions, body shapes and balance, and their ability to link movements together.</p>	<p>Develop the range of actions, body shapes and balances they include in their performance. Improve body shape when performing.</p> <p>Perform skills and actions more accurately and specifically.</p>	<p>Perform actions, shapes and balances consistently and fluently to a high standard, in specific activities.</p>	<p>Combine and perform gymnastic actions, shape and balances more fluently and effectively, ensuring actions are clear, accurate and consistent.</p> <p>Combine sequences together with partners or small groups.</p>
Selecting and applying skills	<p>Show contrast with their bodies including tall/short, wide/thin, straight/curved)</p> <p>Copy simple movements and simple sequences. Make shapes with their bodies, according to commands</p> <p>Ability to jump off an object and land correctly. (two Feet, Knees Bent)</p>	<p>Copy, create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Explore making their body tense, relaxed, stretched and curled.</p> <p>Can they explore different ways of stretching, balancing, rolling, and travelling?</p>	<p>Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.</p> <p>Work with a partner sharing ideas and creating a simple sequence.</p>	<p>Improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Adapt basic sequences to suit different types of apparatus.</p> <p>Work with a partner sharing ideas and creating a simple sequence starting to introduce matching and mirroring a partner.</p>	<p>Create gymnastic sequences that follow some set criteria, follow a specific theme or piece of music.</p> <p>Use compositional devices when creating their sequences, such as change in speed, level and direction.</p> <p>Work with a partner to create, repeat and improve a sequence with more than two phases.</p>	<p>Choose and apply basic compositional ideas to the sequences they create and adapt them to new situations.</p> <p>Can they extend their sequence?</p>	<p>Develop their own gymnastic sequence by understanding, choosing and applying a range of compositional principles.</p> <p>Set sequences to specific timings and strictly stick to them, individually, with a partner or in a small group.</p>
	Simply show (using strategies) whether	Watch, copy and describe sequences	Improve their work using feedback from	Describe and evaluate the	Describe their own and others work,	Choose and use information and	Appropriately evaluate their own

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<p>Evaluating and improving performance</p>	<p>they enjoyed something or not. (Thumbs up/Down)</p>	<p>they and others have done.</p>	<p>others and from what they have observed by watching others sequences’.</p>	<p>effectiveness and quality of a performance. Commenting on similarities and differences in sequences.</p> <p>Be able to talk about how their own performances have improved and what was adapted.</p>	<p>making simple judgements about the quality of the performance and suggesting ways in which they can improve.</p>	<p>basic criteria to evaluate their own and other’s work.</p> <p>Adapt their sequences to suit specific audiences.</p>	<p>and other work, making fair judgements and offering appropriate tips to improve.</p>
<p>Knowledge and understanding of fitness and health</p>	<p>Begin to recognise equipment which may be dangerous and harmful. Children can briefly talk about ways to stay safe.</p>	<p>Know how to carry and place equipment with adult input and supervision.</p> <p>Recognise how their body feels when still and exercising.</p>	<p>Recognise and describe what their bodies feel like during different paced activities.</p> <p>Lift, move and place equipment/apparatus safely.</p>	<p>Recognise and describe the short term effects of exercise on the body during different activities.</p> <p>Begin to understand the importance of flexibility and strength</p>	<p>Describes how the body reacts during different types of activity and how this affects the way they perform.</p>	<p>Know and understand the basic principles of warming up and why it is important to lead to a good quality performance.</p> <p>Understand and explain why physical activity is good for their health and well-being.</p>	<p>Understand why exercise is good for health, fitness and well-being and how to become healthier themselves.</p> <p>Carry out warm up and cool down exercises confidently and accurately supporting all parts of the body.</p>

Gymnastics Individual/skill Component Progression

	Year 1/2	Year 3/4	Year 5/6
Sequencing	<ul style="list-style-type: none"> Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together 	<ul style="list-style-type: none"> Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish 	<ul style="list-style-type: none"> Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling
Balance	<ul style="list-style-type: none"> Stand and sit "like a gymnast" Explore the 5 basic shapes: straight/tucked/star/ straddle/pike Balance in these shapes 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 Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Challenge balance and use of core strength by exploring and developing 	<ul style="list-style-type: none"> Explore and develop use of upper body strength taking weight on hands and feet – front support press up position) and back support (opposite). Ensure hands are always flat on floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/ "points" e.g. 2 hands and 1 foot or opposite etc. Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently 	<ul style="list-style-type: none"> 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 Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) 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>use of upper body strength taking weight on hands and feet – front support (press up position) and back support(opposite). Ensure hands are always flat on floor and fingers point the same way as toes</p> <ul style="list-style-type: none"> • Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) • Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support(opposite). Ensure hands are always flat on floor and fingers point the same way as toes 		<ul style="list-style-type: none"> • Begin to take more weight on hands when progressing bunny hop into handstand
<p>Travel</p>	<ul style="list-style-type: none"> • Begin to travel on hands and feet (hands flat on floor and fully extend arms) • Monkey walk (bent legs and extended arms) • Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) • Bunny hop (transfer weight to hands) 	<ul style="list-style-type: none"> • Use a variety of rolling actions to travel on the floor and along apparatus • Travel with a partner; move away from and together on the floor and on apparatus • Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping • Travel in different pathways on the floor and using apparatus, explore different entry and exit point other than travelling in a straight line on apparatus • Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) 	<ul style="list-style-type: none"> • Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor • Increase the variety of pathways, levels and speeds at which you travel • Travel in time with a partner, move away from and back to a partner

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		<ul style="list-style-type: none"> • Add a quarter or half turn into a jump before landing • Make a twisted shape in the air and control landing by keeping the body upright throughout the twisting action Rotate hips opposite to body to allow for twist. 	
Jump	<ul style="list-style-type: none"> • Explore shape in the air when jumping and landing with control (e.g. star shape, pencil) 	<ul style="list-style-type: none"> • Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) • Add a quarter or half turn into a jump before landing • Make a twisted shape in the air and control landing by keeping the body upright throughout the twisting action Rotate hips opposite to body to allow for twist. 	<ul style="list-style-type: none"> • 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
Rolling	<ul style="list-style-type: none"> • Continue to develop control in different rolls • Pencil roll – from back to front keeping body and limbs in straight shape • Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. • Repeat to build up core strength • Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control • Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. • Keep hands and feet still, raise hips in the air to inverted 'V' position 	<ul style="list-style-type: none"> • Continue to develop control in 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 • Begin the backward roll 	<ul style="list-style-type: none"> • 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 • 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

Athletics Progression of skills

Athletics	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Learn skills of running, jumping and throwing with a range of equipment.	Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination	Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities. Begin to develop their ability to choose and use simple tactics and strategies in different situations.	Consolidate and improve the quality, range and consistency of the techniques they use for particular activities. Begin to develop their ability to choose and use simple tactics and strategies in different situations.	Develop the consistency of their actions in a number of events. Increase the number of techniques they use.	Develop the consistency of their actions in a number of events. Increase the number of techniques they use.
Selecting and applying skills	<p>Develop the following skills:</p> <ul style="list-style-type: none"> o Vary speed of running based on commands given. o Use comparative language i.e. faster, longer, and be able to physically demonstrate this. 	<p>Develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> o Explore and throw a variety of objects with one hand. o Jump from a stationary position with control. o Change speed and direction whilst running. 	<p>Develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> o Explore and throw a variety of objects with one hand. o Jump from a stationary position with control. o Change speed and direction whilst running. 	<p>Develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> o Throw a variety of objects with one hand and know how to aim these to improve performance (using strategies). o Show accurate pace - Run at a speed that is appropriate for the distance being run. o Take a running jump with appropriate foot patterns/movements o Take part in relay activities, understanding the concept. 	<p>Develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> o Throw a variety of objects with one hand and know how to aim these to improve performance (using strategies). o Show accurate pace - Run at a speed that is appropriate for the distance being run. o Take a running jump with appropriate foot patterns/movements o Take part in relay activities, understanding the concept. 	<p>Confidently choose appropriate techniques for specific events. Develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> o Improve and sustain running techniques at different speeds. o Demonstrate accuracy and technique in a range of throwing and jumping activities. o Controlled take-off and landing when jumping. o Combine running and jumping well with fluency. 	<p>Confidently choose appropriate techniques for specific events. Develop the following skills with increasing accuracy and velocity:</p> <ul style="list-style-type: none"> o Improve and sustain running techniques at different speeds. o Demonstrate accuracy and technique in a range of throwing and jumping activities. o Controlled take-off and landing when jumping. o Combine running and jumping well with fluency.

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						<ul style="list-style-type: none"> o Be accurate and precise when throwing at a target o Follow and explain rules to others confidently. 	<ul style="list-style-type: none"> o Be accurate and precise when throwing at a target o Follow and explain rules to others confidently.
Evaluating and improving performance	<p>Simply show (using strategies) whether they enjoyed something or not. -Use different tools (thumbs up/down, traffic lights).</p>	<p>Watch, copy and describe what they and others are doing. Set simple targets to improve performance – i.e. to be able to jump 10cm further. To be able to measure performance accurately using tools.</p>	<p>Watch, copy and describe what they and others are doing. Set simple targets to improve performance – i.e. to be able to jump 10cm further. To be able to measure performance accurately using tools.</p>	<p>Describe and evaluate the effectiveness of performances, recognising the aspects that need improving.</p>	<p>Describe and evaluate the effectiveness of performances, recognising the aspects that need improving.</p>	<p>Evaluate their own and others' work and suggest constructive feedback.</p>	<p>Evaluate their own and others' work and suggest constructive feedback.</p>
Knowledge and understanding of fitness and health	<p>Use simple words and phrases to describe how the body feels after exercise. (hot, sweaty etc)</p> <p>Begin to understand the importance of exercise</p>	<p>Recognise and describe what their body feels like during different types of exercise.</p>	<p>Recognise and describe what their body feels like during different types of exercise.</p>	<p>Know, measure and describe the short term effects of exercise on the body.</p>	<p>Know, measure and describe the short term effects of exercise on the body.</p>	<p>Understand and explain the principles of warming up.</p> <p>Understand why fitness is good for health and wellbeing. Identify and explain good athletic performance.</p>	<p>Understand and explain the principles of warming up.</p> <p>Understand why fitness is good for health and wellbeing. Identify and explain good athletic performance.</p>

Athletics individual skill progression

	Year 1/2	Year 3/4	Year 5/6
Running	<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 	<ul style="list-style-type: none"> • Run smoothly at different speeds • Choose different styles of running of different distances • Pace and sustain their effort over longer distances 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 • Carry out stretching and warm-up safely • Set realistic targets of times to achieve over a short and longer distance (with guidance) 	<ul style="list-style-type: none"> • Sustain pace over longer distance – 2 minutes • Perform relay change-overs Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved • Perform a range of warm-up exercises specific to running for short and longer distances • Explain how warming up affects performance • Explain why athletics can help stamina and strength • Set realistic targets for self, of times to achieve over a short and longer distance
Jumping	<ul style="list-style-type: none"> • Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) • Perform combinations of the above Show control at take-off and landing • Describe different ways of jumping Explain what is successful or how to improve 	<ul style="list-style-type: none"> • 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 • Set realistic targets when jumping for distance for or height (with guidance) 	<ul style="list-style-type: none"> • 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
Throwing	<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 	<ul style="list-style-type: none"> • Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with greater control Consistently hit a target with a range of implements • Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance) 	<ul style="list-style-type: none"> • Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • Organise small groups to SAFELY take turns when throwing and retrieving implements • Set realistic targets for self, when throwing over an increasing distance and

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			understand that some implements will travel further than others
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Dance progression of skill - continuous Provision

	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Explore and copy basic body actions and rhythms. To be able to negotiate space confidently, using appropriate strategies	Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own general space using changes of speed level and direction.	Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance. Explore the change of rhythm, speed,	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.	Explore and improvise ideas for dances in different styles, individually, with a partner and with a group, expressing themselves sensitively	Explore, improvise and combine movement ideas fluently, effectively and being creative, on their own, with a partner or in a small group. Show controlled movements which express emotion and feeling.
Selecting and applying skills	To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc... To begin to respond with their bodies to different types of music.	Compose and link movements to make simple beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts.	Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.	Create and link dances using a simple dance structure or motif. Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups, with good control.	Use simple choreographic principles to create motifs and narrative. Take the lead/control when working with a partner or in a group. Perform complex dance dances that communicate narrative and character well, performing clearly and fluently.	Compose planned dances by using, adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills, showing accuracy and fluency.	Create and structure motifs, sections and whole dances. Begin to use basic compositional principles when creating their own dances. Select their own music, style and dance based on interests
Evaluating and improving performance	Watch and copy simple actions and sequences. Simply show (using strategies) whether they enjoyed something or not.	Talk about dance ideas inspired by different stimuli. Copy, watch, remember and describe dance movements.	Watch and describe dance phases and dances and use what they learn to improve their own dance.	Describe and evaluate some of the compositional features of dance performed by others. Talk in more detail and be specific about what they	Describe, interpret and evaluate their own and others dances, taking into account narrative and character. Can they use appropriate language related to dance.	Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.	Understand and talk about how a dance is formed and performed. Evaluate, refine and develop their own work and others work using an appropriate criteria.

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				might improve in their own dance.			
Knowledge and understanding of fitness and health	Recognise that the body changes during exercise. Children begin to understand the importance of healthy eating and exercise. Children can briefly talk about ways to stay safe.	Recognise and talk about how their body feels when still and during exercise.	Recognise how different rhythms and paces make them feel. Understand the basic importance of warming up and cooling down.	Keep up actively over a period of time and know they need to warm up and cool down for dance.	Know and describe what an effective warm up and cool down is, and how to do this safely.	Organise their own warm up and cool down activities, to suit their own dance. Show an in-depth understanding of the importance of warm up/cool down and how to do this safely. Explain some important safety principles when preparing to exercise.	Understand and talk about why dance is good for health, fitness and wellbeing. Take necessary and detailed steps to prepare for dance, using accurate and appropriate warm up and cool down strategies, independently.

Dance individual skill/components progression

	Year 1/2	Year 3/4	Year 5/6
Compose	<ul style="list-style-type: none"> • Copy some moves • Develop control of movement using: • Actions (WHAT) – travel, stretch, twist, turn, jump • Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others • Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics (HOW) – slowly, quickly, with appropriate expression • Use own ideas to sequence dance Sequence and remember a short dance 	<ul style="list-style-type: none"> • Create dance phrases/dances to communicate an idea • Develop movement using; • Actions (WHAT); travel, turn, gesture, jump, stillness • Space (WHERE); formation, direction and levels • Relationships (WHO); whole group/duo/solo, unison/canon • Dynamics (HOW); explore speed, energy • Choreographic devices; motif, motif development and repetition • Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end • Link phrases to music 	<ul style="list-style-type: none"> • Create longer, challenging dance phrases/dances • Select appropriate movement material to express ideas/thoughts/feelings • Develop movement using; • Actions (WHAT); travel, turn, gesture, jump, stillness • Space (WHERE); formation, direction, level, pathways • Relationships (WHO); solo/duo/trio, unison/canon/contrast • Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) • Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) • Link phrases to music
Perform	<ul style="list-style-type: none"> • Move spontaneously showing some control and coordination • Move with confidence when walking, hopping, jumping, landing • Move with rhythm in the above actions • Demonstrate good balance • Move in time with music • Coordinate arm and leg actions (e.g. march and clap) • Interact with a partner (e.g. holding hands, swapping places, meeting and parting) 	<ul style="list-style-type: none"> • Perform dance to an audience showing confidence • Show coordination, control and strength (Technical Skills) and Show focus, projection and musicality (Expressive Skills) • Demonstrate different dance actions – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy and continuity • Demonstrate use of space – levels, directions, pathways and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting 	<ul style="list-style-type: none"> • Perform dance to an audience showing confidence and clarity of actions • Show coordination, control, alignment, flow of energy and strength (Technical Skills), Show focus, projection, sense of style and musicality (Expressive Skills) • Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy, continuity, rhythm • Demonstrate use of space – levels, directions, pathways, size and body shape • Demonstrate different relationships – mirroring, unison, canon

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Dance appreciation	<ul style="list-style-type: none">• Respond to own work and that of others when exploring ideas, feelings and preferences	<ul style="list-style-type: none">• Show an awareness of different dance styles and traditions• Understand and use simple dance vocabulary	<ul style="list-style-type: none">• Show an awareness of different dance styles, traditions and aspects of their historical/social context.• Understand and use dance vocabulary
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Swimming progression of skills

	Beginners(swimmers and non-swimmers)	Developing and competent swimmers
Acquiring and developing skills	<ul style="list-style-type: none"> • Work with confidence in the water. • Explore and use skills, actions and ideas individually and in combination. i.e. Use arms to pull and push the water; use legs in kicking actions; hold their breath underwater. • Remember, repeat and link skills learnt. 	<ul style="list-style-type: none"> • Combine and develop the quality of their skills. i.e. front crawl, back crawl, breaststroke, floating, survival skills. • Improve linking movements and actions together more fluently.
Selecting and applying skills	<ul style="list-style-type: none"> • Know how to choose and use skills for different swimming tasks. i.e. using arms to stay balanced; knowing how to push against the water to move in a particular direction. • Improve the control and coordination of their bodies in the water. • Swim up to 25m unaided, coordinating stroke and breathing. 	<ul style="list-style-type: none"> • Choose and use a variety of strokes and skills, according to the task and the challenge. i.e. swimming without aids, distance and time challenges. • Swim up to 50m unaided, coordinating stroke and breathing.
Evaluating and improving performance	<ul style="list-style-type: none"> • Know that swimming is a type of exercise and that being active is fun and good for health. • Recognise and describe what their bodies feel like during different activities 	<ul style="list-style-type: none"> • Know and describe the short term effects of exercise on the body and how it reacts to different types of activity.
Knowledge and understanding of fitness	<ul style="list-style-type: none"> • Watch, copy and describe what they and others have done and use the information to improve their work 	<ul style="list-style-type: none"> • Describe and evaluate the quality of swimming and recognise what needs improving.

Pupils exceeding Key Stage 2 expectations

Physical education opportunities	Developing practical skills	Being physically active	Competing
<ul style="list-style-type: none"> I can play competitive sports such as, football, netball, rounder's, cricket, hockey, basketball, badminton, tennis, rugby, athletics and gymnastics. I can perform dances using advanced movement patterns. I can take part in outdoor and adventurous activities which present mental and physical challenges and be encouraged to work in a team. 	<ul style="list-style-type: none"> I can develop techniques and improve performances. I can compare performances with previous ones to achieve a personal best. I am becoming more competent, confident and expert in techniques. I understand what makes a performance effective and apply these principles to own and others work. 	<ul style="list-style-type: none"> I can take part in competitive sports and activities outside of school through community links or sports clubs. I have developed the confidence and interest to get involved in exercise, sports and activities out of school and in later life. 	<ul style="list-style-type: none"> I can use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games.