

PE Subject Content Overview

At Sandal Magna, we believe that physical education should develop the mind, body and spirit of each child. PE at our school should promote the emotional well-being of children and allow children to develop positive attitudes towards physical activity and healthy lifestyles. The school will create a supportive environment within PE through a rich, broad, deep and exciting curriculum. Children will be taught and encouraged to use knowledge of technical and tactical skills to make decisions within game scenarios, routines in dance and gymnastics and during swimming lessons. Children will be provided with opportunities to become physically confident, in ways which support their health and fitness and promotes an understanding in children of their bodies in action. We will provide children with opportunities to push their physical limits and compete against their peers physically both within and out of school. From Early Years to Year 6 children should learn about how physical activity and healthy eating can positively impact their life.

PE in EYFS		
	Nursery	Reception
PSED	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them 	<ul style="list-style-type: none"> Manage their own needs – personal hygiene Know and talk about the different factors that support overall health and wellbeing: -regular physical activity
PD	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.

	<ul style="list-style-type: none"> Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop overall body strength, balance, coordination and agility.
EAD	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.
ELG – MS		<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing.
ELG - BR		<ul style="list-style-type: none"> Work and play cooperatively and take turns with others.
ELG – MGS		<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves

		<p>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.
ELG - BIE		<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

PE in Key Stage 1 and Key Stage 2					
Games					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness					
<p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p>	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>
Striking and Hitting a Ball					

Use hitting skills in a game. Practise basic striking, sending and receiving.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
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Throwing and Catching a Ball

Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game	Throw and catch accurately and successfully under pressure in a game.
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	Use hand-eye coordination to control a ball.	Catch with increasing control and accuracy.			
	Vary types of throw used.	Throw a ball in different ways (e.g. high, low, fast or slow).			
		Develop a safe and effective overarm bowl.			
Travelling with a Ball					
Travel with a ball in different ways.	Bounce and kick a ball whilst moving.	Move with the ball in a variety of ways with some control.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Use kicking skills in a game. Use dribbling skills in a game.	Use two different ways of moving with a ball in a game.		Use ball skills in various ways, and begin to link together.	
Passing a Ball					
Pass the ball to another player in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Use kicking skills in a game.					
Possession					
		Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.

Using Space					
<p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds. Begin to use space in a game.</p>	<p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>	<p>Find a useful space and get into it to support teammates.</p>	<p>Make the best use of space to pass and receive the ball.</p>	<p>Demonstrate an increasing awareness of space.</p>	<p>Demonstrate a good awareness of space.</p>
Attacking and Defending					
<p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring.</p>	<p>Choose the best tactics for attacking and defending. Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>
Tactics and Rules					
<p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p>	<p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games.</p>	<p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p>

Use simple attacking skills such as dodging to get past a defender.		Know how to play a striking and fielding game fairly.			Lead others during a game.
Compete & Perform					
Perform using a range of actions and body parts with some coordination.	Perform sequences of their own composition with coordination.	Develop the quality of the actions in their performances.	Perform and apply skills and techniques with control and accuracy.	Consistently perform and apply skills and techniques with accuracy and control.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Begin to perform learnt skills with some control.	Perform learnt skills with increasing control.	Perform learnt skills and techniques with control and confidence.	Take part in a range of competitive games and activities.	Take part in competitive games with a strong understanding of tactics and composition.	Take part in competitive games with a strong understanding of tactics and composition.
Engage in competitive activities and team games.	Compete against self and others.	Compete against self and others in a controlled manner.			
Evaluate					
Watch and describe performances.	Watch and describe performances, and use what they see to improve their own performance.	Watch, describe and evaluate the effectiveness of a performance.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Choose and use criteria to evaluate own and others' performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
Begin to say how they could improve.	Talk about the differences between their work and that of others.	Describe how their performance has improved over time.	Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	

Whole School PE Progression (Year 1 – Year 6)

Athletics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness					
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 warm up 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.
Running					
Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line.	Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds.	Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles.	Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique.	Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for	Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the

Change direction when jogging.	Begin to select the most suitable pace and speed for distance.	Focus on trail leg and lead leg action when running over hurdles.	Speed up and slow down smoothly.	sprinting, focusing on an effective sprint start.	lead leg technique and a consistent stride pattern.
Sprint in a straight line.	Complete an obstacle course.	Understand the importance of adjusting running pace to suit the distance being run.		Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.	Accelerate to pass other competitors.
Change direction when sprinting.	Vary the speed and direction in which they are travelling.			Identify and demonstrate stamina, explaining its importance for runners.	Work as a team to competitively perform a relay.
Maintain control as they change direction when jogging or sprinting.	Run with basic techniques following a curved line.				Confidently and independently select the most appropriate pace for different distances and different parts of the run.
	Be able to maintain and control a run over different distances.				Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

Jumping

Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.	Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.	Use one and two feet to take off and to land with.	Learn how to combine a hop, step and jump to perform the standing triple jump.	Improve techniques for jumping for distance.	Develop the technique for the standing vertical jump.
Perform a short jumping sequence.	Combine different jumps together with some fluency and control. Jump for distance from a	Develop an effective take-off for the standing long jump.	Land safely and with control.	Perform an effective standing long jump.	Maintain control at each of the different stages of the triple jump.
Jump as high as possible.		Develop an effective flight phase for the standing long jump.	Begin to measure the distance jumped.	Perform the standing triple jump with increased confidence.	Land safely and with control.
				Develop an effective technique for the standing	Develop and improve their techniques for jumping for

<p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>Land safely and with control.</p>		<p>vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>
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Throwing

<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p>
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Compete & Perform

<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>
Evaluate					
<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

Whole School PE Progression (Year 3 – Year 6)

Outdoor Adventurous Activities			
Year 3	Year 4	Year 5	Year 6
Trails			
Orientate themselves with increasing confidence, and accuracy around a short trail.	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>	<p>Start to orientate themselves with increasing confidence and accuracy.</p> <p>Design an orienteering course that can be followed and offers some challenge.</p> <p>Begin to use navigation equipment to orientate around a trail.</p>	<p>Orientate themselves with confidence and accuracy.</p> <p>Design an orienteering course that is clear to follow and offers challenge.</p> <p>Use navigation equipment to orientate around a trail.</p>
Problem Solving			
<p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p>	<p>Communicate clearly with other people in a team and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p><u>SPRING 2 CATCH UP FROM PREVIOUS YEAR GROUPS</u></p> <p>Identify symbols used on a key</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p> <p><u>SPRING 2 CATCH UP FROM PREVIOUS YEAR GROUPS</u></p> <p>Identify symbols used on a key</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p> <p><u>SPRING 2 CATCH UP FROM PREVIOUS YEAR GROUPS</u></p> <p>Identify symbols on a map</p>
Preparation and Organisation			
Begin to choose equipment that is appropriate for an activity.	Try a range of equipment for creating and completing an activity.	Choose the best equipment for an outdoor activity.	Choose the best equipment for an outdoor activity.

Begin to plan and organise a trail that others can follow.	<p>Make an informed choice on the best equipment to use for an activity.</p> <p>Plan and organise a trail that others can follow.</p>	<p>Create an activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p>	<p>Prepare an orienteering course for others to follow.⁴</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p>
Communication			
Communicate with others.	<p>Communicate clearly with others.</p> <p>Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p>	<p>Communicate clearly with others.</p> <p>Work effectively as part of a team.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Begin to use a compass for navigation.</p>	<p>Communicate clearly with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills where needed.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Use a compass for navigation.</p> <p>Organise an event for others.</p>
Compete and Perform			
<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p>

	Start to improve trails to increase the challenge of the course.	Offer detailed and effective evaluation of both personal performances and activities. Improve trails to increase the challenge of the course.	Offer detailed and effective evaluation of both personal performances and activities. Listen to feedback and improve an orienteering course from it.
Evaluate			
Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time. Due to the shorter timescale for these lessons evaluations to be carried out at the end of each session to allow for reflection and next steps to be easily identified.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Due to the shorter timescale for these lessons evaluations to be carried out at the end of each session to allow for reflection and next steps to be easily identified.

Whole School PE Progression (Year 1 – Year 6)

Gymnastics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness					
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 warm up 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.
Acquiring and Developing Skills in Gymnastics					
Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.

Link two actions to make a sequence.	Travel in a variety of ways, including rolling.	changes of direction, speed or level.	Show changes of direction, speed and level during a performance.	Perform jumps, shapes and balances fluently and with control.	Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.
Recognise and copy contrasting actions (small/tall, narrow/wide).	Hold a still shape whilst balancing on different points of the body.	Develop the quality of their actions, shapes and balances.	Travel in different ways, including using flight.	Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.	Confidently use equipment to vault and incorporate this into sequences.
Travel in different ways, changing direction and speed.	Jump in a variety of ways and land with increasing control and balance.	Move with coordination, control and care.	Improve the placement and alignment of body parts in balances.		Apply skills and techniques consistently, showing precision and control.
Hold still shapes and simple balances.	Climb onto and jump off the equipment safely.	Use turns whilst travelling in a variety of ways.	Use equipment to vault in a variety of ways.	Confidently use equipment to vault in a variety of ways.	Develop strength, technique and flexibility throughout performances.
Carry out simple stretches.	Move with increasing control and care.	Use a range of jumps in their sequences.	Carry out balances, recognising the position of their centre of gravity and how this affects the balance.	Apply skills and techniques consistently.	
Carry out a range of simple jumps, landing safely.		Begin to use equipment to vault.	Begin to develop good technique when travelling, balancing and using equipment.	Develop strength, technique and flexibility throughout performances.	
Move around, under, over, and through different objects and equipment.		Create interesting body shapes while holding balances with control and confidence.	Develop strength, technique and flexibility throughout performances.	Combine equipment with movement to create sequences.	
Begin to move with control and care.		Begin to show flexibility in movements.			

Rolls

Log roll (controlled)	Log roll (controlled)	Crouched forward roll	Forward roll from standing	Forward roll from standing	Forward roll from standing
Curled side roll (egg roll) (controlled)	Curled side roll (egg roll) (controlled)	Forward roll from standing	Straddle forward roll	Straddle forward roll	Straddle forward roll

Teddy bear roll (controlled)	Teddy bear roll (controlled)	Tucked backward roll	Tucked backward roll	Pike forward roll	Pike forward roll
	Rocking forward roll		Backward roll to straddle	Tucked backward roll	Dive forward roll
	Crouched forward roll			Backward roll to straddle	Tucked backward roll
					Backward roll to straddle
					Backward roll to standing pike
					Pike backward roll
Jumps					
Straight jump	Straight jump	Straight jump	Straight jump	Straight jump	Straight jump
Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump	Tuck jump
Jumping Jack	Jumping Jack	Jumping Jack	Jumping Jack	Jumping Jack	Jumping Jack
Half turn jump	Half turn jump	Star jump	Star jump	Star jump	Star jump
Cat spring	Cat spring	Straddle jump	Straddle jump	Straddle jump	Straddle jump
	Cat spring to straddle	Pike jump	Pike jump	Pike jump	Pike jump
		Straight jump half-turn	Straight jump half-turn	Stag jump	Stag jump
		Cat leap	Straight jump full-turn	Straight jump half-turn	Straight jump half-turn
			Cat leap	Straight jump full-turn	Straight jump full-turn
			Cat leap half-turn	Cat leap	Cat leap

				Cat leap half-turn	Cat leap half-turn
				Split leap	Cat leap full-turn
					Split leap
					Stag leap
Handstands, Cartwheels & Round-offs					
Bunny hop	Bunny hop	Handstand	Lunge into handstand	Lunge into handstand	Lunge into cartwheel
Front support wheelbarrow with partner	Front support wheelbarrow with partner	Lunge into handstand	Lunge into cartwheel	Lunge into cartwheel	Lunge into round-off
	T-lever	Cartwheel		Lunge into round-off	Hurdle step
	Scissor kick				Hurdle step into cartwheel
					Hurdle step into round-off
Travelling & Linking Actions					
Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop
Hopscotch	Hopscotch	Hopscotch	Hopscotch	Hopscotch	Hopscotch
Skipping	Skipping	Skipping	Skipping	Skipping	Skipping
Galloping	Galloping	Chassis steps	Chassis steps	Chassis steps	Chassis steps
	Straight jump half-turn	Straight jump half-turn	Straight jump half turn	Straight jump half turn	Straight jump half turn
		Cat leap	Straight jump full turn	Straight jump full turn	Straight jump full turn
			Cat leap	Cat leap	Cat leap

			Cat leap half turn Pivot	Cat leap half turn Pivot	Cat leap half turn Cat leap full turn Pivot
Shapes and Balances					
Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner Pike, tuck, star, straight, straddle shapes Front and back support	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations Pike, tuck, star, straight, straddle shapes Front and back support
Compete & Perform					
Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others.	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.	Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Perform and apply a variety of skills and techniques confidently,

		Compete against self and others in a controlled manner.			consistently and with precision. Begin to record their peers' performances, and evaluate these.
Evaluate					
Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Whole School PE Progression (Year 1 – Year 6)

Dance					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness					
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 warm up 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.
Dance Skills					
Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style.

<p>Begin to improvise independently to create a simple dance.</p>	<p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music. Improve the timing of their actions.</p>	<p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong and controlled movements throughout a dance sequence.</p> <p>Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p>
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					<p>Improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation. Use complex dance vocabulary to compare and improve work.</p>
Compete & Perform					
<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

Evaluate					
Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Whole School PE Progression (Year 1 – Year 6)



Athletics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness					
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.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health.	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.

		Explain why it is important to warm up and cool down.	Know some reasons for warming up and cooling down.		Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
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Running

<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Complete an obstacle course.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p>
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	Be able to maintain and control a run over different distances.				Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
Jumping					
<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>

Throwing					
<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p>
Compete & Perform					
<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>
Evaluate					
<p>Watch and describe performances.</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and</p>

Begin to say how they could improve.	Talk about the differences between their work and that of others.	Describe how their performance has improved over time.	Modify their use of skills or techniques to achieve a better result.	Explain why they have used particular skills or techniques, and the effect they have had on their performance.	appropriate improvements.
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