



Progression in Physical Education

	EYFS	<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Children dance and experiment with ways of changing the dance. They represent their own ideas, thoughts and feelings through dance.</p>	
	Year 1/2	Year 3/4	Year 5/6
	<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 co-ordination, 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 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, rounders 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 performance with previous ones and demonstrate improvement to achieve their personal best 	
	<p><i>Year 1</i></p> <ul style="list-style-type: none"> • I can throw under arm. • I can hit a ball with a bat. • I can move and stop safely. • I can throw and catch with both hands. • I can throw and kick in different ways. <p><i>Year 2</i></p> <ul style="list-style-type: none"> • I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> • I can throw and catch with control. • I am aware of space and use it to support teammates and to cause problems for the opposition. • I know and use rules fairly. <p><i>Year 4</i></p> <ul style="list-style-type: none"> • I can catch with one hand. • I can throw and catch accurately. • I can hit a ball accurately with control. 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> • I can gain possession by working as a team. • I can pass in different ways. • I can use forehand and backhand with a racket. • I can field. • I can choose a tactic for defending and attacking. • I can use a number of techniques to pass, dribble and shoot.



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	<p>agame.</p> <ul style="list-style-type: none">• I can use one tactic in a game.• I can followrules.	<ul style="list-style-type: none">• I can keep possession of the ball.• I can vary tactics and adapt skills depending on what is happening in a game.	<p><i>Year 6</i></p> <ul style="list-style-type: none">• I can play to agreed rules.• I can explainrules.• I canumpire.• I can make a team and communicate plan.• I can lead others in a game situation.
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		Year 1/2	Year 3/4	Year 5/6
Athletics	Running	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can run at different speeds <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can describe different ways of running 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can run smoothly at fast, medium and slow speeds; changing speed and direction. I can take part in a relay, remembering when to run and what to do. <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can run over a long distance. I can sprint over a short distance. 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can combine running and jumping. I can identify parts of the running performance that need to be improved I can sustain pace over longer distances <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can demonstrate stamina.
	Jumping	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can perform the 5 basic jumps <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can perform combinations of the 5 basic jumps I can show control at take-off and landing I can describe different ways of jumping 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can perform combinations of jumps eg. Hop, step, jump I can choose different styles of jumping <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can jump in different ways. I can watch and describe specific aspects of jumping I can set realistic targets when jumping for distance or height 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can control when taking off and landing. <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can demonstrate a range of jumps showing power, control and consistency



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		Year 1/2	Year 3/4	Year 5/6
Athletics continued	Throwing	<p><i>Year 1</i></p> <ul style="list-style-type: none"> • I can throw into targets <p><i>Year 2</i></p> <ul style="list-style-type: none"> • I can perform a range of throwing actions • I can describe different ways of throwing 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> • I can explore different ways of throwing • I can throw with greater control <p><i>Year 4</i></p> <ul style="list-style-type: none"> • I can throw in different ways. • I can hit a target with a range of implements 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> • I can throw with accuracy. <p><i>Year 6</i></p> <ul style="list-style-type: none"> • I can organise small groups to safely take turns when throwing or retrieving implements
Dance	Compose	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can copy dance moves. I can copy actions. I can make up a short dance. <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can use dance to show a mood or feeling. I can make a sequence by linking sections together. 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> • I can share and create phrases with a partner and small group. <p><i>Year 4</i></p> <ul style="list-style-type: none"> • I can use dance to communicate an idea. • I can take the lead when working with a partner or group. 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> • I can compose my own dances in a creative way. <p><i>Year 6</i></p> <ul style="list-style-type: none"> • I can develop sequences in a specific style. • I can choose my own music and style.



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		Year 1/2	Year 3/4	Year 5/6
Dance continued	Perform	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can perform my own dance moves. I can move to music I can move safely in a space. <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can dance with control and coordination. I can change rhythm, speed, level and direction in my dance. 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can improvise freely and translate ideas from a stimulus into movement. I can repeat, remember and perform phrases. <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can show co-ordination, control and strength 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency. <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can demonstrate a large range of dance activities
	Appreciate	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can respond to own work and that of others <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can recognize the changes in the body when dancing 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can show an awareness of different dance styles and traditions <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can compare and comment on my own and other's work – both strengths and areas for improvement 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can show an awareness of different dance styles, traditions and aspects of their historical/social content <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can compare and evaluate my own work and that of others



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Gymnastics continued	Sequencing	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can copy sequences and repeat them. <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can plan and perform a sequence of movements. I can improve my sequence based on feedback. I can think of more than one way to create a sequence which follows some 'rules'. I can work on my own and with a partner 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can compare and contrast gymnastic sequences. I can adapt sequences to suit different types of apparatus and criteria. <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can include a range of shapes. I can work with a partner to create, repeat and improve a sequence with at least three phases. 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can make complex extended sequences. I can combine action, balance and shape. I can perform consistently to different audiences. <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can combine my own work with that of others. I can link sequences to specific timings.
	Balance	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can control my body when travelling and balancing. I can roll, curl, travel and balance in different ways. I can make my body curled, tense, stretched and relaxed. I can stand and sit "like a gymnast" <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can develop balance by showing good tension in the core and extension in the arms, legs, hands and feet 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can explore and develop use of upper body strength I can balance on the floor and apparatus I can explore balancing on 1, 2, 3, 4 'points'. <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can work in a controlled way 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can mirror and match partner's balance I can explore symmetrical and asymmetrical balances on my own and with a partner I can perform balances with control <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can explain how strength and suppleness affect performance.



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		Year 1/2	Year 3/4	Year 5/6
Gymnastics continued	Travel	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can control my body when travelling and balancing. I can roll, curl, travel and balance in different ways. <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can travel on hands and feet, monkey walk, caterpillar walk and bunny hop 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can use a variety of rolling actions to travel on the floor and apparatus I can travel with a partner I can roll travel at different speeds <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can include change of speed and direction. I can explore different entry and exit points on apparatus 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can travel in time with a partner <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can increase the variety of pathways, levels and speeds of travel
	Jump	<p><i>Year 1 & Year 2</i></p> <ul style="list-style-type: none"> I can explore shape in the air when jumping and landing with control (e.g. star shape) 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can explore leaping forward in stag jump <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can add a quarter or half turn into a jump before landing I can make a twisted shape in the air 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can make symmetrical and asymmetrical shapes in the air <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can jump along, over and off apparatus of varying height with control



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Gymnastics continued	Roll	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can roll in different ways (pencil, egg, dish roll) <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can continue to develop control in different rolls I can begin the forward roll 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can continue to develop control in rolling actions on the floor and apparatus with a partner <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can begin the backwards roll 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can explore different starting and finishing points when rolling <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can explore symmetry and asymmetry throughout the rolling actions
	Swimming and Water Safety	<p>All schools must provide swimming instruction in either KS1 or KS2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) perform safe self-rescue in different water-based situations 		



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		Year 1/2	Year 3/4	Year 5/6
Outdoor and Adventurous Activities	Orientation	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can identify positions on simple maps and diagrams of familiar environments <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can use simple maps and diagrams to follow a trail 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can follow a map in a familiar context. I can follow a route safely. <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can follow a map in a (more demanding) familiar context. I can follow a route within a time limit. 	<p><i>Year 5</i></p> <ul style="list-style-type: none"> I can follow a map in an unknown location I can use a compass and clues to navigate a route <p><i>Year 6</i></p> <ul style="list-style-type: none"> I can plan a route and a series of clues for someone else.
	Communication	<p><i>Year 1</i></p> <ul style="list-style-type: none"> I can begin to work co-operatively with others <p><i>Year 2</i></p> <ul style="list-style-type: none"> I can plan and share ideas 	<p><i>Year 3</i></p> <ul style="list-style-type: none"> I can co-operate and share roles within a group I can follow rules to keep self and others safe <p><i>Year 4</i></p> <ul style="list-style-type: none"> I can take responsibility for a role within the group I can listen to each other's ideas when planning a task and adapt I can recognise that some OAA activities can be dangerous 	<p><i>Year 5</i></p> <p>I can recognise and talk about the dangers of a task</p> <p>I can understand individual's roles and responsibilities</p> <p><i>Year 6</i></p> <p>I can plan with others taking account of safety and danger.</p> <p>I can adapt roles or ideas if they are not working</p>



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	Problem Solving	<p><i>Year 1</i></p> <ul style="list-style-type: none">• I can select appropriate equipment for the task <p><i>Year 2</i></p> <ul style="list-style-type: none">• I can discuss how to follow trails and solve problems	<p><i>Year 3</i></p> <ul style="list-style-type: none">• I can use clues to follow a route. <p><i>Year 4</i></p> <ul style="list-style-type: none">• I can select appropriate equipment/route/people to solve problem successfully• I can choose effective strategies and change ideas not working	<p><i>Year 5</i></p> <ul style="list-style-type: none">• I can change my route to overcome a problem.• I can follow a map in an unknown location.• I can use clues and a compass to navigate a route.• I can use new information to change my route. <p><i>Year 6</i></p> <ul style="list-style-type: none">• I can plan strategies to solve problems/plan routes/follow trails/build shelters• I can implement and refine strategies
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