



Physical Education – Progression for Learning

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Dance	Copy simple skills	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Select, use and perform with co-ordination and fluency	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
		To be aware of the space around them and move safely about the room	Copies and explores basic movements and body patterns with some control and coordination.	Move with careful control and coordination.	Move in a clear and fluent manner.	Move in a clear, fluent and expressive manner.	Respond to a variety of stimuli showing a range of actions performed with control and fluency	Perform a variety of dance styles with accuracy and consistency
		Recognise repeated sounds and sound patterns and match movements to music	Responds to range of stimuli, linking movements to sounds and music.	Respond imaginatively to stimuli.	Show an imaginative response to different stimuli through their choice of language and choice of movement patterns Improvise freely with a partner translating ideas from stimuli to movement	Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases	think about character and narrative ideas created by the stimulus, and respond through movement	explore, improvise and choose appropriate material to create new motifs in a chosen dance style
				Choose movements to communicate a mood, feeling or idea	Incorporate different qualities and dynamics into their movements	Use range of actions and begin to combine movement phrases and patterns	experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group	respond to a range of stimuli, improvising freely using a range of controlled movements and patterns
		Move on different levels and in different directions Recognise and use changes of speed			Show some changes of direction, speed and level during a performance Explore and develop new actions while working with a partner or a small group	Begin to respond within a small group of partnership, to speed and level.		
Selecting and applying skills, tactics and compositional ideas	Dance	Pupils select simple actions and skills	Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition
		Recognise and make simple shapes with their bodies	Compose and link movement phrases to make simple dances with clean, beginning, middle and end	Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings	Apply basic compositional ideas to create dance which convey feelings and emotions	Begin to design their own movement phrases that respond to the stimuli or emotion	Create and perform dances using a range of movement patterns in response to a range of stimuli	Extend compositional skills incorporating a wider range of dance styles and forms
		Travel safely in a variety of ways on different body parts			Link actions to make dance phrases, working with a partner and in a small group	Use a range of movement and dance phrases within different ways(unison and canon) with a partner or group	use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer	Compose, develop and adapt motifs to make dance phrases and use these in longer dances
			Practise and repeat their movement phrases and perform in a controlled way	Remember, repeat short dance phrases, showing greater control, co-ordination and spatial awareness	Perform short dances with expression, showing an awareness of others when moving Begin to explore body placement and alignment to create an interesting body shape. describe what makes a good dance phrase	Remember, perform and evaluate short dance phrases showing an understanding and an awareness of others	Remember, practise and perform longer, more complex dance sequences with high energy, slow grace or other themes.	select and use a range of compositional ideas to create motifs that demonstrate their dance idea

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Acquiring and developing skills	Games	Copy simple skills	Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Pupils can link movement phrases together with increased precision.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
		Send and receive a ball with increasing confidence and control in a safe, co-ordinated and controlled manner in simple, limited activities	Use the basic actions for rolling, hitting, running, jumping, catching and kicking skills in combination showing control and accuracy.	Use a range of rolling, hitting, running, jumping, catching and kicking skills in combination with control and accuracy.	Use a range of skills to help them keep possession and control of the ball	Maintain possession of a ball (with, e.g. feet, a hockey stick or hands) before passing to a member of the team	Dribble effectively around obstacles. Show precision and accuracy when sending and receiving Strike a bowled or volleyed ball. Use forehand and backhand when playing racket games. Travel with a ball showing changes of speed and directions using either hand or foot	Use different ways of bowling and strike a bowled or volleyed ball with accuracy. Use forehand and backhand and above their heads when playing racket games. Travel with a ball showing changes of speed and directions using either hand or foot
		Develop co-ordination when steering, bouncing or kicking a ball	Move fluently, changing direction and speed easily avoiding collisions	Show a good awareness of others in running, chasing, and avoiding games, making simple decisions, about when and where to run	Perform the basic skills needed for the games with control and consistency (strike and field a ball)	Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations	Perform skills with accuracy, confidence and control Combine and perform skills with control, adapting them to meet the needs of the situation Begin to field and attack by anticipating the direction of play.	Perform skills with accuracy, confidence and control Combine and perform skills with control, adapting them to meet the needs of the situation
		Use hoops and quoits in a controlled, co-ordinated and safe way			Use a range of skills with increasing control and accuracy(to include throwing and catching)	Use a range of different skills with increasing control and accuracy	Use a range of techniques when passing eg, bounced, fast, slow, high, low Keep game going using a range of different throwing	Show precision and accuracy when sending and receiving
		Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link tactics and skills together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition	
Follow the rules of games To show an awareness of space and share space safely Know understand and show safe and confident use of equipment		Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming	Vary skills and show some understanding of simple tactics Lead others when appropriate	Begin to choose appropriate tactics including when attacking and defending Follow the rules of the game and play fairly. Lead others and act as a respectful team member.	Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Lead others and act as a respectful team player.	Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). Choose appropriate tactics for a game to keep possession Effectively play a competitive net/wall game. Keep and use rules they are given Lead others when called upon and act as a good role model within a team	Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) which meet the needs of the situation Choose the most appropriate tactics for a game to keep possession and make progress towards the goal. Play recognized version of net/wall game showing tactical awareness and knowledge of rules and scoring. Lead others when called upon and act as a good role model within a team	
		Use skills in different ways in games, and try to win by changing the way they use their skills in response to their opponent's actions	Choose and use tactics to suit different situations, react to situations in a way that helps their partners and makes it difficult for their opponents	choose good places to stand when receiving, and give reasons for their choice choose and use batting or throwing skills to make the game hard for their opponents	Pass to teammates at appropriate times.	Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights Work alone or with teammates. Compete with others and keep track of personal best performances.	Hit the ball with purpose, varying the speed, direction, height Work alone, or with teammates in order to gain points or possession.	
Selecting and applying skills, tactics and compositional ideas								

				Use the terms ‘opponent’ and ‘team mate’.			Uphold the spirit of fair play and respect in all competitive situations.	Uphold the spirit of fair play and respect in all competitive situations.
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and developing skills	Gym		Copy and repeat simple skills	Copy, remember and repeat simple skills with control and co-ordination	Select and use skills and ideas with co-ordination and control	Select, use and perform with co-ordination and fluency.	Performance shows precision, control and fluency	Consistent performance showing precision, control and fluency
		Participate in basic floor gymnastics Travel and balance with control when holding stretched or curled shapes and on different body parts Stop and start on a given signal and share space safely Show an awareness of contrasts in level and speed	Perform basic gymnastic actions like traveling, rolling and jumping: travel by rolling forward, backward and sideways. begin to explore balances on different points of the body. stretch and curl to perform at different levels and using different body shapes. jump in a variety of ways, including a 2-footed jump.	Perform a variety of actions with increasing control repeat accurately sequences of gymnastic actions: hold a position whilst balancing on different points of the body. stretch and curl to develop flexibility when working at different levels and using different body shapes. jump in a variety of ways and land with increasing control and balance. show contrasts (such as small/tall, straight and wide/narrow)	Perform and repeat sequences improving the quality of the actions and transitions (flexibility, strength, technique, control and balance) show control, accuracy and fluency of movement when performing on their own or with a partner Show some changes of direction, speed and level during a performance	Plan, perform, repeat and refine sequences, showing quality movement phrases, combining different actions for effect ((flexibility, strength, technique, control and balance)) Travel in a variety of ways, including flight, by transferring weight to generate power in movement. Show a kinaesthetic sense in order to improve placement and alignment of body parts (e.g. in balances) experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape	Perform increasingly complex moves that combine strength and stamina.(flexibility, strength, technique, control and balance) Hold shapes that are strong and expressive. Perform a range of rolls including backwards rolls consistently Vary speed, direction, and level and body rotation during floor performances.	Perform complex moves that combine strength and stamina through gymnastic activities (such as cartwheels or handstands). (flexibility, strength, technique, control and balance) Hold shapes that are strong, fluent and expressive. Vary speed, direction, and level and body rotation during floor performances. Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions)
		Begin to jump off equipment safely	Climb safely on equipment.	Use equipment in a variety of different ways with increasing control and coordination.	Explore combinations of mats and apparatus and find different ways of using a shape, balance or travel	Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilise this equipment to enhance their performance		Use equipment to vault and swing (remaining upright).
			Pupils link simple actions and skills	Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics	Pupils show that they understand tactics and composition by starting to vary how they respond	Pupils can link movement phrases together with increased precision.	Pupils link skills, techniques and ideas accurately and appropriately	Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition
		Link two or more simple movements together	Compose simple movement phrases in response to simple tasks	Choose, use and vary simple compositional ideas to create and perform a sequence (2 or 3 actions) Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end	Plan and perform a movement sequence showing contrasts in speed, level and direction. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end	Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.	Create well-executed sequences that include a range of movements including travelling, balances, swinging, springing, flight, vaults, inversions, rotation, bending, stretching twisting, gestures and linking skills	Create complex and well-executed sequences that include a full range of movements including travelling, balances, swinging, springing, flight, vaults, inversions, rotation, bending, stretching twisting, gestures and linking skills.
Selecting and applying skills, tactics and compositional ideas	Gym	Begin to move across equipment safely and carefully transferring work from the floor to apparatus	Link and repeat basic gymnastic actions perform movement phrases with control and accuracy	Adapt the sequence to include apparatus or a partner	Adapt a sequence to include different levels, speeds or directions	Perform a sequence where they combine speed, level, direction and a variety of shapes.	Perform sequences with changes of speed, level and direction, and clarity of shape	Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body, shape and changes in direction
				Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency	Work well on their own and contribute to pair sequences	Work within different groups to contribute to a variety of different sequences.	Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement	Adapt sequences to include a partner or a small group

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Acquiring and developing Skills	Swimming				Swim between 25 and 50 metres unaided. Use more than one stroke and Swim at the surface and below the water.			
	OAA		Follow marked tracks in familiar environment.	Use simple plans and diagrams of familiar environments.	Use maps, diagrams and digital devices to orientate themselves around a course.	Use a map, diagrams and digital devices with confidence to navigate around a route.	Use a range of devices in order to orientate themselves Move confidently through familiar and less familiar environments, prepare self	Use range of devices confidently in order to orientate themselves Work confidently in changing environments, adapt quickly.
	Athletics	Jump as far as you can using different jump types Run at different speeds and in different directions Throw or roll at a target	Basic running, jumping and throwing skills; run at different speeds, jump with accuracy, use a small range of techniques	Changes speed and direction whilst running. Jumps from a standing position with accuracy. Performs a variety of throws with increasing control and coordination.	Sprint over a short distance of up to 60 metres. Begin to run over longer distances. Begin to use a range of throwing techniques (e.g. under arm, over arm). Jump in a number of ways.	Sprint over a short distance up to 100 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate.	Sustain and maintain running speed, improve on personal target Begin to combine sprinting with low hurdles. Throw accurately. Show increasing control in take-off and landings when jumping.	Strength, stamina and speed when running, jumping and throwing, know rules, judge events Combine sprinting with low hurdles over 60 metres. Throw accurately and refine performance by analysing technique and body shape. Show control in take-off and landings when jumping.
Selecting and applying skills, tactics and compositional ideas	Swimming				Coordinate leg and arm movement to allow effective propulsion across the pool Co-ordinate breathing as appropriate for the stroke being used.			
	OAA		Choose which way to follow route, by self or in group Confident working on my own and with others	Use skills to solve a basic challenge or problem	Respond appropriately when task/environment changes, plan responses: show some resilience when plans do not work. remain aware of changing conditions. show an ability to both lead and form part of a team. arrive properly equipped for outdoor and adventurous activity.	Adapt and respond to changes in the environment to allow them to complete the task: remain aware of changing conditions and change plans if necessary. support others and seek support if required when the situation dictates. show resilience when plans do not work and initiative to try new ways of working. understand the need to show accomplishment in managing risks. arrive properly equipped for outdoor and adventurous activities.	Adapt skills and strategies as situation demands: select appropriate equipment for outdoor and adventurous activity. identify possible risks, asking for and listening carefully to expert advice. begin to assess changing conditions and adapt plans to ensure safety comes first. remain positive even when faced with a challenge.	Devise and put into practice a range of solutions and challenges: identify possible risks and ways to manage them, asking for and listening carefully to expert advice. embrace both leadership and team roles and gain commitment and respect of a team. empathise with others and offer support without being asked. Seek support from the team and experts if in any doubt. remain positive even in the most challenging circumstances, rallying others if need be. quickly assess changing conditions and adapt plans to ensure safety comes first.

			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Athletics	Participate in Sports day using above techniques	Apply and combine skills. Choose which throwing and retrieving technique to use	Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance	Choose and use throw to reach target, choose which role to play within group situation	Compete with others and aim to improve personal best performances. Choose which throw, running pace or action to compete to allow them to reduce their times, increase the distance within areas of athletics	Choose pace for running. Adapt technique to different equipment	Compete with others and keep track of personal best performances, setting targets for improvements. Adapt skills and techniques to different challenges and equipment
Evaluating and improving performance			Describe and comment on their own and others actions Demonstrate my resilience and enthusiasm for learning.	They can talk about differences between their own and others' performance and suggest improvements	Describe and comment on their own performance and that of others and make simple suggestions to improve quality. Compete with others and aim to improve personal best performances.	Observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see. Be confident to analyse and comment on what they see. Show an ability to both lead and form part of a team.	From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self analysis. Including personal best	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding.
Knowledge and understanding of fitness and health		Can notice a change when exercising Can listen and show an understanding of safety rules	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	Understand how to exercise and describe how their bodies feel during different activities Uses equipment safely.	Suggest appropriate warm up ideas. Dress appropriately for PE. Work in a responsible and safe manner. Recognise changes in body temperature, heart rate and breathing. Understand the need to stay safe. Support others and seek support if required. Swing and hang from equipment safely (using hands).	Begin to think about warm up activities that prepare them for exercise Talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy. Begin to think about warm up activities that prepare them for exercise Swing and hang from equipment safely (using hands).	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up programme specific to the activity. Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.