

Progression in PE and Games

Menu	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Key Learning to be assessed. 5 key areas: Receiving, moving efficiently, striking, balance, teamwork. What it looks like in each year group</p>							
Multi-Skills	<p>Roll a large ball towards a given target. Run towards a rolling large ball to receive it. To dribble a large ball with a large plastic tennis racket. I can describe how my body feels during PE lessons. I can throw and catch an object to myself. Stand on one leg and balance. Hop on one leg. I can run in a straight line. I can run and change direction to go around an object. I can copy and repeat different actions such as running, hopping, skipping and climbing. I can bounce a ball standing still with 2 hands</p>	<p>Roll a tennis ball towards a given target Run towards a rolling tennis ball to receive it Dribble a small ball with a small piece of equipment such as plastic hockey sticks. I can describe what others and I are doing. I can throw an object or medium size ball towards a given object. I am beginning to track a ball through the air. Kick a ball using different parts of my foot. Copy and repeat different of travelling such as jumping, skipping, hopping. Bounce a ball with one hand (dominant) standing still.</p>	<p>I am confident at rolling, hitting, kicking and can use these skills in a variety of games. Use a range of simple tactics in a game. Describe how my body works and how it feels when playing a game. Work well with a partner and a small group. Change my pace on a command – walk, jog, sprint. Begin to jump two feet to feet. Step with the opposite foot to my throwing hand when sending a ball. Bounce a ball using right and left hand stood still. Bounce a ball with my dominant hand while moving. Describe what changes to make to throw an object further. Dribble a ball in a straight using any part of the foot.</p>				
Fielding Sport focus Cricket			<p>To begin to develop the correct under arm throwing technique To begin to catch a tennis ball from an under arm throw.</p>	<p>Throw a tennis ball using an under arm action accurately Consistently catch a tennis ball thrown from an under arm throw. To use the correct fielding position to pick up a rolling ball.</p>	<p>Throw a tennis ball using an over arm action. To begin to catch a tennis ball thrown from an over arm action. To use the correct fielding position to pick up a rolling ball.</p>	<p>Throw accurately and consistently using an over arm action. To catch a ball thrown from an over arm action consistently. To begin to choose between an over arm action or underarm action throw appropriately.</p>	<p>To make the most appropriate choice in which throwing technique to use. To throw and catch consistently.</p>
Striking Sport focus Cricket			<p>To strike a tennis ball with a cricket bat from a 'T'.</p>	<p>To begin to strike a ball from an under arm throw.</p>	<p>Strike a ball from an under arm throw consistently Begin to strike a ball from a bowling action.</p>	<p>To strike a ball from a bowling action. Begin to strike a ball in to a space.</p>	<p>To strike a ball in a chosen direction aiming for space.</p>

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Bowling Sport focus Cricket					Begin to bowl a tennis ball using the correct technique.	Refine bowling action	To bowl with a soft cricket ball using correct technique.
Gymnastics	To be able to find a space. To be able to travel in space. To be able to follow instructions. To be able to skip, walk on flat foot and toes, jump two feet to two feet on the floor and off low level equipment such as a bench. Balance on large body parts. To begin to explore rolling in tuck shape.	To be able to perform tuck, straight, star, pike, straddle positions. Rolls: log roll, half tuck roll (side and back). Show balances with different number of bases e.g. 1 foot, 2 hands. Jump from 2 feet to 1 foot and 1 foot to 2 feet. To travel along a bench in different ways.	To use the shapes above as well as front support and back support. To be able to balance on different large parts of the body. To be able to balance on different bases. Performed on the floor and a bench. Explore movements that require weight to be taken on hands (bunny hops). Link different shapes learnt and balances into a short sequence on the floor and the bench.	To use all the shapes above as well as dish and arch. Balances: shoulder stand and one footed. Rolls: Straddle roll, half back roll to feet. Jumps: to perform a jump to show clear shapes – straight, star, tuck. To develop longer sequences performed as an individual and in pairs that can be remembered and repeated to improve that can be performed on the floor, benches or apparatus.	Continue to refine all movements in previous years to perform with good technique and control. Jump with a half turn or full turn in straight shape. Develop longer sequences performed in groups of 2 or 3 on the floor, apparatus or benches and recognise what needs to change to make a sequence better.	To be able to collaborate in 2, 3 or 4s to create longer sequences using both the floor and apparatus. To perform sequences with good technique and control including balances performed after a quick, dynamic movement e.g. forward roll, leap. To understand that the performance can be improved by changing the position of the performers to include mirror work or to create floor patterns such as diagonals, straight lines, circles etc.	To be able to collaborate in pairs and groups to produce an extended sequence in floor work and apparatus work. To include counterbalance work within their sequence. To understand that a sequence may contain work that is in synchronisation (unison), rapid succession (canon) or be contrasting (e.g. 1 perform on the floor and 1 standing up). To be able to refine and improve their own sequence recognising the strengths and weaknesses of their own and others performances.
Dance	Copy and explore simple movements such as jumps, hops, skips, side steps. Exposed to different stimuli to perform movements to e.g. story, music, sounds.	Copy and repeat simple movements such as jumps, hops, skips, side steps. Add a change of direction to short dance sequence. Respond to different stimuli by exploring different movements. Uses the space provided well negotiating obstacles.	Copy, remember and repeat simple movements. Recognise where a change in level occurs in a given sequence of dance. With support, translates an idea from a stimulus to create movements. Begins to improvise to create a short, simple dance. Uses simple dance vocabulary when taking about dance e.g. skip, leap, balance.	Select and use movements and ideas to create short sequences. Respond to a range of stimuli in an imaginative way. Begin to work with a partner to create a short sequence of dance. Beginning to use a change in levels in their own dance. Improvise to create steps which they can repeat and improve. Uses simple dance vocabulary to compare and improve work e.g. graceful, elegant, sequence.	Select and use movements and ideas and perform with control and fluency. Respond to a range of stimuli with imagination and create motifs (short sequences of dance). Beginning to use a change of levels and dynamics within their dance. Improvise to create a dance sequence which can be repeated. Demonstrates an ability to move with rhythm and spatial awareness. Modifies parts of a sequence in response to self-evaluation. Can use dance vocabulary to compare and improve work e.g. graceful, elegance, sequence.	Performs dance movements with expression, control and fluency. Responds to a stimulus in an imaginative way selecting movements that are appropriate to the style. Incorporates a change in levels or dynamics in their dance. Improvise with confidence on their own to create a dance sequence that can be repeated and improved. Is beginning to perform to the beat of the music. Modifies their sequence as a result of peer and self-evaluation. Use more complex dance vocabulary e.g. motif, dynamics, rhythm.	Performs dance movements with confidence, expression, control and fluency. Demonstrates consistent precision when performing a dance sequence. Responds to a stimulus with strong imagination selecting movements that are appropriate to the style. Incorporates a change in levels and dynamics within their dance. Improvise freely performing movements with fluidity. Can perform their own dance to the beat of the music. Modifies their sequence as a result of peer and self-evaluation. Use more complex dance vocabulary e.g. motif, dynamics, rhythm.
Football				Dribble a ball in a straight line with their foot. Dribble around cones using the instep and outstep of the foot. Pass a stationary ball accurately. Stop a moving ball. Strike a ball using the correct part of my foot (instep). Encourage my team mates.	Dribble around cones using the instep and outstep of the foot with my head looking up. Pass a moving ball accurately. Delay my opponent while they are dribbling a ball. Strike a ball using a given part of a foot. Encourage my team mates.	Dribble ball and change direction with head up. Run on to a moving ball and pass it accurately. Delay and make a tackle on my opponent when they are dribbling a ball. Move in to a position to support the player with the ball. Strike a ball on target using a given part of a foot.	Receive a moving ball, dribble and pass accurately. Delay and make a successful tackle on my opponent to release the ball to my team. Move in to an attacking position to receive a ball. Scoring consistently whilst striking the ball using different parts of my foot.

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Hockey				Hold a hockey stick correctly. Consistently use the flat side of the stick. Dribble a ball in a straight line. Stop a moving ball. Understand that a low body position can help in hockey. Hit a stationary ball. Perform a push pass. Delay my opponent while they are dribbling a ball. Encourage my team mates.	Hold a hockey stick and be able to change to reverse correctly and begin to Indian dribble. Stop the ball on both sides of my body. Hit a stationary ball accurately. Accurately perform a push pass. Begin to understand simple rules of hockey. Delay and make a tackle on my opponent when they are dribbling a ball. Encourage my team mates.	Understand how to change their hands to perform a slap hit with the correct body position. Control a ball received at speed. Hit a moving ball. Perform a push pass accurately with power. Understand the rules of hockey. Delay and make a successful tackle on my opponent when they are dribbling a ball. Move in to a position to support the player with the ball. Encourage and communicate with my team mates.	Change their hands to perform a slap hit with the correct body position. Control a ball received at speed and move forward with the ball. Hit a moving ball accurately. Perform a push pass accurately with power. Understand all rules and begin to umpire. Delay and make a successful tackle on my opponent to release the ball to my team. Select the appropriate technique for the passing range. Move in to an attacking position to receive a ball. Encourage and communicate with my team mates.
Netball				Send and receive a chest pass. Send and receive a bounce pass. Send and receive a shoulder/push pass. Pivot from a stationary position. Shoot with two hands. Encourage my team mates.	Send and receive a chest pass accurately. Send and receive a bounce pass. Send and receive a shoulder/push pass. Pivot from a stationary position. Delay my opponent in making a pass. Shoot towards a target with two hands. Encourage my team mates. Begin to understand the line markings.	Send and receive different passes stepping with the non-landing foot. Use a range of passing techniques. Receive a ball and pivot on the correct non-landing foot. Intercept a pass. Pre-scan. Move in to a position to support the player with the ball. Shoot accurately with two hands. Encourage and communicate with my team mates. Understand the positions and line markings.	Send and receive different passes with power, stepping with the non-landing foot. Select the correct passing technique for a given situation. Receive and send a ball and pivot on the correct non-landing foot. Intercept a ball and off load quickly. Move into an attacking position to receive a ball. Pre-scan and off load. Shoot consistently with two hands. Encourage and communicate with my team mates. Understand the positions and line markings. Begin to umpire.
Tag - Rugby						Pass a ball using correct technique whilst moving. Pass the ball backwards to the left and the right whilst moving. Receive the ball with thumbs forward whilst moving.	Pass a ball with power using correct technique whilst moving. Pass the ball with power backwards to the left and the right whilst moving.

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Orienteering					<p>Move confidently through familiar and less familiar environments. Use a map of a place I know. Use a map to go from one place to another. Use orienteering markers correctly. Solve problems I set. Co-operate and discuss with others how to solve problems and follow trails. Recognise different tasks make my body work in different ways. Describe how to tackle problems in a logical way. Respond to feed back to improve performance.</p>	<p>Use maps and diagrams to orientate myself. Respond when the task or environment changes as the challenge increases. Plan sensible solutions to problems with my partner. Recognise the physical demands that some of the activities put on me. Reflect on their own performance and suggest ways to improve it.</p>	
Athletics				<p>Move at different paces as directed. Throw over arm with correct technique using different equipment. Jump two feet to two feet. Explain what happens to the heart when we exercise.</p>	<p>Recognise that pace needs to be adapted to different running events. Understand the different techniques when sprinting and running. From standing throw a vortex with correct technique. Jump from two feet to feet swinging arms forward.</p>	<p>Adapt pace appropriately to different running races. Apply different techniques when running at different speeds. Throw a vortex with correct technique with a run up. Transfer weight through the feet when jumping from two feet to two feet. Plan a tactic to enable them to be successful. I can lead a warm up.</p>	<p>Show good control, speed, strength and stamina when running, jumping and throwing. Adapt skills and techniques to different challenges and equipment. Identify activities that can develop strength and stamina. Identify what needs to change to improve performance. Plan a tactic to enable them to be successful. Organise and manage an athletics event. I can lead a warm up.</p>
Swimming				<p>Float on back for 30 seconds Tread water 10 seconds. Move to the side of the pool and get out. Swim competently, confidently and proficiently over a distance of at least 10 metres on front and back.</p>	<p>Float on back for 1 minute Tread water 30 seconds. Move to the side of the pool and get out. Perform a reach rescue Perform a head and feet first surface dive Swim competently, confidently and proficiently over a distance of</p>	<p>Float on back for 2 minutes Tread water 1min. Move to the side of the pool and get out. Rope/throw rescue. Straddle entry Perform a head and feet first surface dive and swim 5m under the water</p>	

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				Use a range of strokes effectively such as front crawl, back stroke, breaststroke.	at least 20 metres on front and back. Use a range of strokes effectively such as front crawl, back stroke, breaststroke, butterfly.	Swim competently, confidently and proficiently over a distance of at least 25 metres on the front and back. Use a range of strokes effectively such as front crawl, back stroke, breaststroke, butterfly.	