

St Giles' C of E Primary School PHYSICAL EDUCATION Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>Developing gross and fine motor skills</p> <p>Throwing and catching skills</p> <p>Control kicking, power and direction</p> <p>Balancing skills</p> <p>Developing co-ordination to use a tennis racket to continuously hit a ball up and down</p>	<p>* 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</p> <p>* participate in team games, developing simple tactics for attacking and defending</p> <p>* perform dances using simple movement patterns</p>	<p>* 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</p> <p>* participate in team games, developing simple tactics for attacking and defending</p> <p>* perform dances using simple movement patterns</p>	<p>* use running, jumping, throwing and catching in isolation and in combination</p> <p>* 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</p> <p>* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>* perform dances using a range of movement patterns</p> <p>* take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>* use running, jumping, throwing and catching in isolation and in combination</p> <p>* 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</p> <p>* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>* perform dances using a range of movement patterns</p> <p>* take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>* use running, jumping, throwing and catching in isolation and in combination</p> <p>* 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</p> <p>* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>* perform dances using a range of movement patterns</p> <p>* take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>* use running, jumping, throwing and catching in isolation and in combination</p> <p>* 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</p> <p>* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>* perform dances using a range of movement patterns</p> <p>* take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
Gymnastics	<p>* use of space</p> <p>* awareness of parts of the body</p>	<p>* copy and explore basic movements with some control and coordination</p> <p>* perform different body shapes</p> <p>* perform at different levels</p> <p>* perform 2 footed jump</p> <p>* use equipment safely</p> <p>* balance with some control</p> <p>* can link 2-3 simple movements</p>	<p>* explore and create different pathways and patterns</p> <p>* use equipment in a variety of ways to create a sequence</p> <p>* link movements together to create a sequence and transfer to floor and mats</p> <p>* explore movement actions with control and link together with flow</p> <p>* explore travelling, body shape (curling & stretching), including work on benches</p>	<p>* apply compositional ideas independently and with others to create a sequence</p> <p>* copy, explore and remember a variety of movements and use these to create their own sequence</p> <p>* describe their own work using simple gym vocabulary</p> <p>* begin to notice similarities and differences between sequences</p>	<p>* link skills with control, technique, co-ordination and fluency</p> <p>* understand composition by performing more complex sequences</p> <p>* begin to use gym vocabulary to describe how to improve and refine performances</p> <p>* develop strength, technique and flexibility throughout performances</p> <p>* create sequences using various body shapes and equipment</p>	<p>* select and combine their skills, techniques and ideas</p> <p>* apply combined skills accurately and appropriately, consistently showing precision, control and fluency</p> <p>* draw on what they know about strategy, tactics and composition when performing and evaluating</p> <p>* analyse and comment on skills and techniques and how these are applied</p>	<p>* plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions</p> <p>* perform difficult actions, with an emphasis on extension, clear body shape and changes in direction</p> <p>* adapt sequences to include a partner or a small group</p> <p>* gradually increase the length of sequence work with a partner to make up</p>

			<ul style="list-style-type: none"> * support weight, body shape (balancing), supporting body weight (use of levels) 	<ul style="list-style-type: none"> * use turns whilst travelling in a variety of ways * begin to show flexibility in movements * begin to develop good technique when travelling, balancing and using equipment * explore jumping techniques and link them with other gymnastic actions * select and adapt gymnastic actions to meet the task * work with a partner or a small group to create a sequence that develops jumping skills 	<ul style="list-style-type: none"> * combine equipment with movement to create sequences * identify and practise body shapes * identify and practise symmetrical and asymmetrical body shapes * using floor and apparatus, construct and perform a 4-6 element sequence * perform movements in canon and in unison * perform and evaluate own and others' sequences * support body weight, springing and landing, receiving body weight 	<ul style="list-style-type: none"> in their own and others' work * use more complex gym vocabulary to describe how to improve and refine performances * develop strength, technique and flexibility throughout performances * link skills with control, technique, co-ordination and fluency * understand composition by performing more complex sequences * symmetry and asymmetry, balance * use floor and apparatus to perform an 8 element sequence including change of direction and level 	<ul style="list-style-type: none"> a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement * draw on what they know about strategy, tactics and composition when performing and evaluating * analyse and comment on skills and techniques and how these are applied in their own and others' work * uses more complex gym vocabulary to describe how to improve and refine performances * develop strength, technique and flexibility throughout performances * to control mounts and dismounts on apparatus * use floor and apparatus to perform a 10 element sequence using floor and apparatus, including twist, turn, flight, change of direction and speed, shapes and balances
Dance	<ul style="list-style-type: none"> * warm up activities, including actions, body parts, shapes and pathways 	<ul style="list-style-type: none"> * copy and explore basic movements and body patterns * remember simple movements and dance steps * link movements to sounds and music * respond to range of stimuli * body shape, body actions, qualities of movement, use of space, rhythmic response, speed of actions * perform simple movement or dance work 	<ul style="list-style-type: none"> * copy and explore basic movements with clear control * vary levels and speed in sequence * vary the size of their body shapes * add change of direction to a sequence * use space well and negotiate space clearly * describe a short dance using appropriate vocabulary * respond imaginatively to stimuli * pathways, rhythm, actions, levels, use of space * perform a simple movement or dance sequence to a small group 	<ul style="list-style-type: none"> * begin to improvise independently and with a partner to create a simple dance * translate ideas from stimuli into movement with support * begin to compare and adapt movements and motifs to create a larger sequence * use simple dance vocabulary to compare and improve work * create and perform a sequence of movements showing good balance/body tone 	<ul style="list-style-type: none"> * confidently improvise with a partner or on their own * begin to create longer dance sequences in a larger group * demonstrate precision and some control in response to stimuli * begin to vary dynamics and develop actions and motifs * demonstrate rhythm and spatial awareness * modify parts of a sequence as a result of self-evaluation * use simple dance vocabulary to compare and improve work * create and perform a fluent sequence of movements showing good 	<ul style="list-style-type: none"> * begin to exaggerate dance movements and motifs (using expression when moving) * demonstrate strong movements throughout a dance sequence * combine flexibility, techniques and movements to create a fluent sequence * move appropriately and with the required style in relation to the stimulus eg using various levels, ways of travelling and motifs * begin to show a change of pace and timing in their movements * use the space provided to its maximum potential * improvise with confidence, still 	<ul style="list-style-type: none"> * exaggerate dance movements and motifs (using expression when moving) * perform with confidence, using a range of movement patterns * demonstrate a strong imagination when creating own dance sequences and motifs * demonstrate strong movements throughout a dance sequence * combine flexibility, techniques and movements to create a fluent sequence * move appropriately and with the required style in relation to the stimulus eg using various levels, ways of travelling and motifs

					<p>balance/body tone and practise to improve</p> <ul style="list-style-type: none"> * use constructive feedback to make improvements 	<p>demonstrating fluency across the sequence</p> <ul style="list-style-type: none"> * modify parts of a sequence as a result of self and peer evaluation * use more complex dance vocabulary to compare and improve work * travel actions, relationships, partner work, dramatic dance, strength of movement, and group use of space * perform individually or with a partner/as a group with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences 	<ul style="list-style-type: none"> * begin to show a change of pace and timing in their movements * move to the beat accurately in dance sequences * improvise with confidence, still demonstrating fluency across their sequence * dance with fluency, linking all movements and ensuring they flow * demonstrate consistent precision when performing dance sequences * modify parts of a sequence as a result of self and peer evaluation * uses more complex dance vocabulary to compare and improve work * relationships within dance, partner work, speed of actions, group dance, body actions, body shape * perform sequences on multiple levels to an audience with control and grace, using available space expressively * stretch individuals to achieve their very best
Games	<ul style="list-style-type: none"> * throw and catch beanbags and balls * progress to rolling and bowling * understand and be able to control and pass medium to large sized balls with a reasonable degree of success * work is individual in nature, with some opportunity for partner work at the later stages of the term 	<ul style="list-style-type: none"> * early work to focus on consolidation of EYFS learning * throw and catch, roll and bowl, bounce, controlling and passing * kick, strike and skip * largely individual and partner work, with an introduction to group work later on * travel in a variety of ways including running and jumping * begin to perform a range of throws * receives a ball with basic control 	<ul style="list-style-type: none"> * throw and catch, roll and bowl, controlling and passing as in previous years * be exposed to a variety of implements in order to develop skills further * kicking, bouncing, striking and skipping, to be re-visited * individual, partner and group work to be used * be introduced to the competitive nature of games and begin to participate in opposed practice 	<ul style="list-style-type: none"> * work will now focus on specific sports * basketball, high 5's and rugby games for the delivery of associated throwing and catching skills * football will focus on kicking skills * small sided team games will be introduced to enhance understanding of competition * cricket and rounders to be taught for the associated striking, bowling, throwing and catching skills 	<ul style="list-style-type: none"> * work will now focus on specific sports * basketball, high 5's and rugby games for the delivery of associated throwing and catching skills * football will focus on kicking skills * small sided team games will be introduced to enhance understanding of competition * cricket and rounders to be taught for the associated striking, bowling, throwing and catching skills 	<ul style="list-style-type: none"> * work will continue to focus on specific sports * basketball, high 5's and rugby games for the delivery of associated throwing and catching skills * football will focus on kicking skills * small and medium sided team games will be used to enhance understanding of competition * more complex skills and basic tactical awareness will be a consideration * continue with cricket and rounders to for the 	<ul style="list-style-type: none"> * work will continue to focus on specific sports * basketball, high 5's and rugby games for the delivery of associated throwing and catching skills * football will focus on kicking skills * small and medium sided team games will be used to enhance understanding of competition * more complex skills and basic tactical awareness will be a consideration * continue with cricket and rounders to for the

		<ul style="list-style-type: none"> * begin to develop hand-eye coordination * participate in simple games 	<ul style="list-style-type: none"> * be confident to send the ball to others in a range of ways * begin to apply and combine a variety of skills (to a game situation) * develop strong spatial awareness * begin to develop own games with peers * understand the importance of rules in games * develop simple tactics and use them appropriately * begin to develop an understanding of attacking/ defending 	<ul style="list-style-type: none"> * introduce racket work * throwing & catching for feed development and footwork skills in tag rugby * striking technique, attacking and defending, passing and receiving in hockey * understand tactics and composition by starting to vary how they respond * vary skills, actions and ideas and link these in ways that suit the games activity * work well in a group to develop various games * begin to communicate with others during game situations * uses skills with co-ordination and control * develop own rules for new games * make imaginative pathways using equipment * begin to understand how to compete with each other in a controlled manner * begin to select resources independently to carry out different skills 	<ul style="list-style-type: none"> * introduce racket work * throwing & catching for feed development and footwork skills in tag rugby * striking technique, attacking and defending, passing and receiving in hockey * understand tactics and composition by starting to vary how they respond * vary skills, actions and ideas and link these in ways that suit the games activity * work well in a group to develop various games * show confidence in using ball skills in various ways and can link these together eg dribbling, bouncing, kicking * uses skills with co-ordination, control and fluency * take part in competitive games with a strong understanding of tactics and composition * create their own games using knowledge and skills * compare and comment on skills to support creation of new games * make suggestions as to what resources can be used to differentiate a game * apply basic skills for attacking and defending * use running, jumping, throwing and catching in isolation and combination 	<ul style="list-style-type: none"> associated striking, bowling, throwing and catching skills * throwing & catching for feed development and footwork skills in tag rugby * advanced striking, attacking and defending techniques, leading to rallying * compact equipment used to enhance success * simple competitive challenges * vary skills, actions and ideas and link these in ways that suit the games activity * take part in competitive games with a strong understanding of tactics and composition * create their own games using knowledge and skills * use running, jumping, throwing and catching in isolation and combination * show confidence in using ball skills in various ways and can link these together effectively eg dribbling, bouncing, kicking * apply knowledge of skills for attacking and defending * uses skills with co-ordination, control and fluency * make suggestions as to what resources can be used to differentiate a game 	<ul style="list-style-type: none"> associated striking, bowling, throwing and catching skills * throwing & catching for feed development and footwork skills in tag rugby * advanced striking, attacking and defending techniques, leading to rallying * compact equipment used to enhance success * tactical competitive challenges * vary skills, actions and ideas and link these in ways that suit the games activity * take part in competitive games with a strong understanding of tactics and composition * create their own games using knowledge and skills * use running, jumping, throwing and catching in isolation and combination * show confidence in using ball skills in various ways and can link these together effectively eg dribbling, bouncing, kicking * apply knowledge of skills for attacking and defending * keep possession of balls during games situations * consistently use skills with co-ordination, control and fluency * modify competitive games * compare and comment on skills to support creation of new games * can make suggestions as to what resources can be used to differentiate a game
Preparation for life	<ul style="list-style-type: none"> * daily mile Forest school * breakfast club 	<ul style="list-style-type: none"> * daily mile * breakfast club * after school clubs 	<ul style="list-style-type: none"> * daily mile * breakfast club * after school clubs 	<ul style="list-style-type: none"> * daily mile * breakfast club * lunchtime sports club 	<ul style="list-style-type: none"> * daily mile * breakfast club * lunchtime sports club 	<ul style="list-style-type: none"> * daily mile * breakfast club * lunchtime sports club 	<ul style="list-style-type: none"> * daily mile * breakfast club * lunchtime sports club

	* after school clubs			* after school clubs * develop listening skills * discuss and work with others in a group * demonstrate an understanding of how to stay safe * begin to think activities through and problem solve * create simple body shapes * listen to instructions from a partner/ adult	* after school clubs * develop listening skills * discuss and work with others in a group * demonstrate an understanding of how to stay safe * begin to think activities through and problem solve * choose and apply strategies to solve problems with support	* after school clubs * develop strong listening skills * use and interpret simple maps * think activities through and problem solve using general knowledge * choose and apply strategies to solve problems with support * discuss and work with others in a group * demonstrate an understanding of how to stay safe	* after school clubs * develop strong listening skills * use and interpret simple maps * think activities through and problem solve using general knowledge * choose and apply strategies to solve problems with support * discuss and work with others in a group * demonstrate an understanding of how to stay safe
Athletics	* sports day games * very basic athletic events introduced in a fun environment * activities are focused on the type of exercises undertaken at the sports day	* sports day games * very basic athletic events introduced in a fun environment * activities are focused on the type of exercises undertaken at the sports day * change speed and direction whilst running * jump from a standing position * perform a variety of throws * use equipment safely	* sports day games * very basic athletic events introduced in a fun environment * activities are focused on the type of exercises undertaken at the sports day * change speed and direction whilst running * jump from a standing position * perform a variety of throws * use equipment safely * preparation for shot put and javelin	* athletics is introduced and will cover basic running, jumping and throwing * carry out stretching and warm-up safely * opportunities to use recording sheets for personal achievement data * introduction to team events * begin to build a variety of running techniques and use with confidence * perform a running jump * demonstrates accuracy in throwing and catching activities * describe good athletic performance using correct vocabulary * use equipment safely and with good control * begin to run at speeds appropriate for the distance eg sprinting and cross country * perform a running jump with some accuracy * perform a variety of throws using a selection of equipment * use equipment safely and with good control	* athletics is introduced and will cover basic running, jumping and throwing * carry out stretching and warm-up safely * opportunities to use recording sheets for personal achievement data * introduction to team events * begin to build a variety of running techniques and use with confidence * perform a running jump * demonstrates accuracy in throwing and catching activities * describe good athletic performance using correct vocabulary * use equipment safely and with good control * begin to run at speeds appropriate for the distance eg sprinting and cross country * perform a running jump with some accuracy * perform a variety of throws using a selection of equipment * use equipment safely and with good control	* skills based athletics including different styles of running, different speeds, pace and sustain, power and control, accuracy and targets * perform a range of warm-up exercises specific to each event * inter and intra competitive and team events * begin to build a variety of running techniques and use with confidence * perform a running jump with more than one component eg hop skip jump (triple jump) * beginning to record peers performances and evaluate these * demonstrates accuracy and confidence in throwing and catching activities * describes good athletic performance using correct vocabulary * use equipment safely and with good control	* skills based athletics including different styles of running, different speeds, pace and sustain, power and control, accuracy and targets * perform a range of warm-up exercises specific to each event * inter and intra competitive and team events * begin to build a variety of running techniques and use with confidence * perform a running jump with more than one component eg hop skip jump (triple jump) * beginning to record peers performances and evaluate these * demonstrates accuracy and confidence in throwing and catching activities * describes good athletic performance using correct vocabulary * use equipment safely and with good control
Swimming						* correctly enter and exit the water from poolside * get face wet	* consolidation of swimming techniques –

						<ul style="list-style-type: none"> * put head underwater * movement on the wall * glide on front with confidence * fully submerge to pick up an object * blow bubbles underwater * float on front using a flotation aid * float on front unaided * glide on front and float across the pool with support * splash pool activities on front * float on back using a flotation aid * float on back unaided * glide on back and float across the pool with support * splash pool activities on back * progress from gliding using front and back to independent unaided swimming using arm and leg actions * progress into breaststroke * safe self-rescue in different water based situations using all three strokes * less confident swimmers to focus on travelling and then swimming 10m aided/un-aided using all three strokes * stronger swimmers to focus on 25m aided/un-aided swim using all three strokes 	<ul style="list-style-type: none"> front crawl, back crawl and breaststroke * introduction of butterfly for more advanced * water confidence using a range of pool activities and object retrieval games in deep water * building on skills and focus on increasing stamina and refining techniques to gain speed and fluency * to focus on 25m un-aided swim using all four strokes * extension to competitive starting and swimming techniques (including breathing) for pupils with sound recreational techniques
Enrichment	<ul style="list-style-type: none"> * sports day * playground activities - traditional games, creative play, ball games 	<ul style="list-style-type: none"> * sports day * playground activities - traditional games, creative play, ball games and hoops 	<ul style="list-style-type: none"> * sports day * playground activities - traditional games, creative play, ball games and hoops 	<ul style="list-style-type: none"> * sports day * playground activities - traditional games and playground challenges, creative play, ball games, skipping, juggling balls, hoops, throwing and aiming games, football and parachute game * house competitions 	<ul style="list-style-type: none"> * sports day * playground activities - traditional games and playground challenges, creative play, ball games, skipping, juggling balls, hoops, throwing and aiming games, football and parachute game * house competitions 	<ul style="list-style-type: none"> * sports day * playground activities - traditional games and playground challenges, creative play, ball games, skipping, juggling balls, hoops, throwing and aiming games, football and parachute game * house competitions 	<ul style="list-style-type: none"> * sports day * playground activities - traditional games and playground challenges, creative play, ball games, skipping, juggling balls, hoops, throwing and aiming games, football and parachute game * house competitions

				<ul style="list-style-type: none"> * school games competitions * SSCFA football competitions * area athletics * cross country * change for life competition * sportability competition for the least active pupils 	<ul style="list-style-type: none"> * school games competitions * SSCFA football competitions * area athletics * cross country * change for life competition * sportability competition for the least active pupils 	<ul style="list-style-type: none"> * school games competitions * SSCFA football competitions * swimming gala * area athletics * cross country * change for life competition * sportability competition for the least active pupils 	<ul style="list-style-type: none"> * school games competitions * SSCFA football competitions * swimming gala * area athletics * cross country * change for life competition * sportability competition for the least active pupils
--	--	--	--	--	--	---	---

- Green text indicates objectives that are the same for each year group within the two year phase. These objectives are taught in both year groups at differentiated levels. As a result, the skills and knowledge are revisited and consolidated through each phase of learning. This reflects our school policy of spacing*

**The spacing effect refers to the benefit of incorporating time delays between learning and practice, leading to improved performance over educationally relevant time periods (Cepeda et al, 2008)*