PE Curriculum Progression

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| **PE - Y1** |
| **Games** |
| Use rolling, hitting, running, jumping, throwing, catching and kicking skills. |
| Show understanding of basic tactics 1v1, 2v1, 3v1. |
| Understand and demonstrate working as a team |
| To lead a partner and a small group when appropriate. |
| **Dance**  |
| Copy and remember basic moves and positions in dance |
| Move with control |
| Develop movement to communicate mood or feelings |
| **Gymnastics** |
| Copy and remember simple actions |
| Travel and roll using a variety of different methods |
| Hold simple positions whilst balancing on different points of the body |
| **Athletics** |
| Show a change of pace whilst running |
| Be able to run at a steady pace for two minutes or longer |
| Be able to throw under arm and overarm |
| Show different ways of jumping |

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| **PE – Y2** |
| **Games** |
| Use the terms ‘opponent’ and ‘team-mate’. |
| Identify basic characteristics of attacking and defending. |
| Develop a variety of throwing techniques |
| Use rolling, hitting, running, jumping, catching and kicking skills in combination. |
| Develop tactics. |
| Lead others when appropriate. |
| **Dance** |
| Copy, remember and be able to repeat moves and positions. |
| Move with careful control and coordination. |
| Link two or more actions to perform a sequence |
| Choose movements to communicate a mood, feeling or idea. |
| **Gymnastics** |
|  Copy and remember actions and move with some control and awareness of space. |
| Show contrasts (such as small/tall, straight/curved and wide/narrow). |
| Link two or more actions to make a sequence |
| Travel by rolling forwards, backwards and sideways.  |
| Hold a position whilst balancing on different points of the body. |
| Stretch and curl to develop flexibility. |
|  Climb safely on equipment .and jump in a variety of ways and land with increasing control and balance. |
| **Athletics** |
| Be able to show a change of pace whilst running |
| Be able to run at a steady pace for two minutes or longer |
| Be able to throw under arm and overarm |
| Show different ways of jumping |

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| **PE – Y3** |
| **Games** |
| Understand basic principles of attacking and defending and devise simple strategies in adapted games. |
| Throw and catch a ball with some control and accuracy.  |
| Strike and field a ball with some accuracy |
| Hold possession of a ball in an overload situation (ie 5v2) and pass to team mates at appropriate times in a small sided game  |
| Lead others in small groups or pairs |
| **Dance** |
| . Link a combination of actions to perform a sequence. |
| Move in a fluent and expressive manner |
| Change speed and levels within a performance and develop sequences.  |
| **Gymnastics** |
| Plan, perform and repeat simple sequences. |
| Move in a clear, fluent and expressive manner showing changes of direction, speed and level during a short performance. |
| Travel in a variety of ways, including flight showing good control |
|  Develop some kinesthetic sense in order to improve the placement and alignment of body parts in simple moves  |
| Balance using equipment and swing and hang from equipment safely (using hands). |
| **Athletics** |
| Sprint using good technique for 30 metres and run 1000metres or further and sustain moderate speed. |
| Throw with good technique at a target or cover a distance |
| Jump in a number of ways landing safely. |
| Compete with others and aim to improve.  |

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| **PE – Y4** |
| **Games** |
| Understand principles of attacking and defending and devise simple strategies to cause problems for the opposition. |
| Throw and catch with control and accuracy. |
|  Strike a ball and field with control |
|  Follow the rules of the game and play fairly. |
| Maintain possession of a ball (with, e.g. feet, a hockey stick or hands) and pass to team mates at appropriate times. |
| Lead others and act as a respectful team  |
| **Dance**  |
| Plan, perform and repeat and refine sequences. |
| Move in a clear, fluent and expressive manner. |
| Create dances and movements that convey a definite idea using changes of speed, shapes, dynamics, and levels within a performance.  |
| Develop physical strength and suppleness by practicing moves and stretching. |
| **Gymnastics** |
| Plan, perform and repeat and refine sequences. |
| Move in a clear, fluent and expressive manner showing changes of direction, speed and level during a performance. |
| Travel in a variety of ways, including flight, by transferring weight to generate power in movements. |
| Show a kinesthetic sense in order to improve the 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). |
| Swing and hang from equipment safely (using hands). |
| **Swimming** |
| Swim 20 metres or more unaided |
| Have a good understanding of water safety issues. |
| Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements appropriately |
| Swim at the surface and below the water. |
| Gain confidence in the water and show a positive approach to learning aquatic skills |
| **Athletics** |
| Sprint over a short distance up to 60 metres and run over a longer distance of 1500 or more conserving energy in order to sustain performance. |
| Use a range of throwing techniques (such as under arm, over arm). |
| Throw with some accuracy to hit a target or cover a distance. |
| Jump in a number of ways, using a run up where appropriate. |
| Compete with others and aim to improve personal best performances.  |
| **Outdoor and adventurous activities** |
| Arrive properly equipped for outdoor and adventurous activity |
| 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. |
| Use maps, compasses and digital devices to orientate themselves. |
| Remain aware of changing conditions and change plans if necessary.  |

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| **PE – Y5** |
| **Games** |
| Develop and combine techniques (running, throwing, catching, passing, jumping and kicking).  |
| With guidance work out strategies to gain points or possession  |
| Strike a moving ball with some accuracy. |
| Perform forehand and backhand in racket skills with a feeder and without. |
| In adapted small-sided games field, defend and attack tactically. |
| Understand fair play and respect in all competitive situations. |
| Lead small groups and act as a good role model. |
| **Dance**  |
| Compose a variety of short dance sequences using imagination. |
| Perform with expression and hold precise and strong body postures . |
| Develop more complex and varied sequences |
| Express ideas and themes. |
| Work in a pair and group to develop a phrase |
| **Gymnastics** |
| Create sequences that include a range of movements including some of the following:     • travelling  • balances • swinging • springing • flight • vaults  • inversions  • rotations  • bending, stretching and twisting  • gestures  • linking skills |
| Hold shapes that are strong, fluent and expressive. |
| Understand and begin to use appropriate linking elements in sequences. |
| Vary speed, direction, and level and body rotation during floor performances. |
| Demonstrate good kinesthetic awareness (placement of body parts) |
| With support use equipment to vault and to swing (remaining upright). |
| **Swimming**  |
| Be able to perform survival skills and have a good understanding of water safety issues.  |
| Explore and develop core aquatic skills (floating, sinking, diving and gliding). |
| Be able to swim 3 strokes with good technique. |
| Perform backstroke starts, two-handed turns and finishes. |
| Perform basic synchronized swimming and water polo skills |
| **Athletics** |
| Begin to combine running with low hurdles over 40 metres. |
| Explore and choose the best pace for running over a variety of distances. |
| Throw accurately and refine performance by analysing technique and body shape. |
| Show consistency in take off and landings when jumping. |
| Compete with others and understand how to improve |
| **Outdoor and adventurous activities** |
| Wear appropriate clothing for the activity and be able to explain why thisis necessary. |
| Discuss and understand risks and reducing risks. |
| Be a positive team member |
| Work cooperatively to overcome an orienteering problems |

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| **PE – Y6** |
| **Games** |
| Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). |
| Work alone, or with teammates in order to gain points or possession. |
| Strike a bowled or volleyed ball with accuracy. |
| Use forehand and backhand when playing racket games. |
| Field, defend and attack tactically by anticipating the direction of play and choose the most appropriate tactics for a game.Uphold the spirit of fair play and respect in all competitive situations |
| Lead others when called upon and act as a good role model within a team. |
| **Dance** |
| Compose a variety of short dance sequences using imagination. |
| Perform with expression and hold precise and strong body postures . |
| Develop more complex and varied sequences |
| Express ideas and themes. |
| Work in a pair and group to develop a phrase |
| **Gymnastics** |
| Create complex and well-executed sequences that include a full range of movements including:     • travelling  • balances  • swinging  • springing  • flight  • vaults  • inversions  • rotations  • bending, stretching and twisting  • gestures  • linking skills.  |
| Hold shapes that are strong, fluent and expressive. |
| Include in a sequence set pieces, choosing the most appropriate linking elements. Practise and refine these gymnastic techniques and perform to an audience. |
|  Vary speed, direction, level and body rotation during floor performances. |
| Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). |
| Use equipment to vault and to swing (remaining upright). |
| **Swimming** |
| **Swim a minimum of 25 metres unaided.**  |
| Be confident and competent in core aquatic skills (floating, sinking, diving, gliding). |
| Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. |
| Swim fluently with controlled strokes in three of the four strokes. |
| Turn efficiently at the end of a length. |
| Play a mini water polo game using basic skills. |
| **Athletics** |
| Combine sprinting with low hurdles over 60 metres. |
| Understand and choose the best place for running over a variety of distances. |
| Throw accurately and refine performance by analysing technique and body shape. |
| Show control in take off and landings when jumping. |
| Compete with others and keep track of personal best performances, setting targets for improvement. |
| **Outdoor and adventurous activities** |
| Select appropriate equipment for outdoor and adventurous activity. |
| Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. |
| Remain positive even in the most challenging circumstances, rallying others if need be.  |
| Use a range of devices in order to orientate themselves. |
| Quickly assess changing conditions and adapt plans to ensure safety comes first. |

Bold = non negotiables