



St John Henry Newman Catholic Primary School PE Progression

The following document outlines progression in all areas of our PE provision.

Progression: Dance

This unit links to the following strand of the NC:

KS1: perform dances using simple movement patterns.

KS2: perform dances using a range of movement patterns.

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|------------------------------------|---|---|---|--|---|
| Copy basic body actions and rhythms. | Copy, remember and repeat actions. | Copy, remember and repeat a series of actions. | Copy remember and perform a dance phrase. | Copy, remember and adapt set choreography. | Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. | Perform dances confidently and fluently with accuracy and good timing. |
| Choose and use travelling actions, shapes and balances. | Choose actions for an idea. | Select from a wider range of actions in relation to a stimulus. Use mirroring and unison when completing actions with a partner. | Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea. | Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea. | Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. | Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. |

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| Begin to use dynamics and expression with guidance. | Show some sense of dynamic and expressive qualities. | Show a character through actions, dynamics and expression. | Match dynamic and expressive qualities to a range of ideas. | Change dynamics to express changes in character or narrative. | Confidently perform choosing appropriate dynamics to represent an idea. | Improvise and combine dynamics demonstrating an awareness of the impact on performance. |
| Begin to count to music. | Begin to use counts. | Use counts with help to stay in time with the music. | Use counts to keep in time with a partner and group. | Use counts when choreographing short phrases. | Use counts accurately when choreographing to perform in time with others and the music. | Use counts when choreographing and performing to improve the quality of work. |

Progression: Fundamentals, fitness and athletics

This unit links to the following strand of the NC:

KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Run and stop with some control. | Attempt to run at different speeds showing an awareness of technique. | Show balance and co-ordination when running at different speeds. | Show balance, co-ordination and technique when running at different speeds, stopping with control. | Demonstrate how and when to speed up and slow down when running. | Run at the appropriate speed over longer distances or for longer periods of time | Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. |
| Explore skipping as a travelling action. | Begin to link running and jumping movements with some control. | Link running and jumping movements with some control and balance. | Link running, hopping and jumping actions using different take offs and landing. | Link hopping and jumping actions with some control. | Show control at takeoff and landing in more complex jumping activities. | Link running, jumping and hopping actions with greater control and co-ordination. |
| Jump and hop with bent knees. | Jump, leap and hop and choosing which allows them to jump the furthest. | Show hopping and jumping movements with some balance and control. | Jump for distance and height with an awareness of technique. | Jump for distance and height showing balance and control. | Perform a range of more complex jumps showing some technique. | Perform jumps for height and distance using good technique. |
| Throwing larger balls and beanbags into space. | Throw towards a target. | Change technique to throw for distance. | Throw a variety of objects, changing action for accuracy and distance. | Throw with some accuracy and power towards a target area. | Show accuracy and power when throwing for distance. | Show accuracy and good technique when throwing for distance |
| Balance whilst stationary and on the move | Show some control and balance when travelling at different speeds. | Show control and balance when travelling at different speeds | Demonstrate balance when performing other fundamental skills. | Demonstrate good balance when performing other fundamental skills. | Demonstrate good balance and control when performing other fundamental skills | Show fluency and control when travelling, landing, stopping and changing direction. |
| Change direction at a slow pace. | Begin to show balance and co-ordination when changing direction | Demonstrates balance and co-ordination when changing direction. | Show balance when changing direction in combination with other skills. | Show balance when changing direction at speed in | Demonstrate improved body posture and speed | Change direction with a fluent action and can transition |

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| | | | | combination with other skills. | when changing direction. | smoothly between varying speeds. |
| Explore moving different body parts together. | Use co-ordination with and without equipment. | Perform actions with increased control when co-ordinating their body with and without equipment. | Can co-ordinate their bodies with increased consistency in a variety of activities. | Begin to co-ordinate their body at speed in response to a task. | Can co-ordinate a range of body parts at increased speed. | Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. |

| Progression: Games (through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games) | | | | | | |
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| This unit links to the following strand of the NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Drop and catch with two hands. | Drop and catch a ball after one bounce on the move. | Dribble a ball with two hands on the move. | Dribble the ball with one hand with some control in game situations. | Link dribbling the ball with other actions with increasing control. | Use dribbling to change the direction of play with some control under pressure. | Use dribbling to change the direction of play with control under pressure. |
| Move a ball with feet. | Move a ball using different parts of the foot. | Dibble a ball with some success, stopping it when required. | Dribble a ball with feet with some control in game situations. | Change direction when dribbling with feet with some control in game situations. | Dribble with feet with some control under increasing pressure. | Use a variety of dribbling techniques to maintain possession under pressure. |
| Throw and roll a variety of beanbags and larger balls to space. | Throw and roll towards a target with some varying techniques. | Throw and roll towards a target using varying techniques with some success. | Use a variety of throwing techniques in game situations. | Use a variety of throwing techniques with increasing success in game situations. | Use a variety of throwing techniques with some control under increasing pressure. | Use a variety of throwing techniques including fake passes to outwit an opponent. |
| Kick larger balls to space. | Kick towards a stationary target. | Show balance when kicking towards a target. | Kick towards a partner in game situations. | Kick with increasing success in game situations. | Use a variety of kicking techniques with some control | Select and apply the appropriate kicking |

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| | | | | | under increasing pressure. | technique with control. |
| Stop a beanbag or large ball sent to them using hands. | Catch a beanbag and a medium-sized ball. | Catch an object passed to them, with and without a bounce. | Catch a ball passed to them using one and two hands with some success. | Catch a ball passed to them using one and two hands with increasing success. | Catch and intercept a ball using one and two hands with some success in game situations. | Catch and intercept a ball using one and two hands with increasing success in game situations. |
| Attempt to stop a large ball sent to them using feet. | Attempt to track balls and other equipment sent to them. | Move to track a ball and stop it using feet with limited success. | Receive a ball sent to them using different parts of the foot. | Receive a ball using different parts of the foot under pressure. | Receive a ball using different parts of the foot under pressure with increasing control. | Receive a ball with consideration to the next move. |
| Hit a ball with hands. | Strike a stationary ball using a racket. | Strike a ball using a racket. | Strike a ball with varying techniques. | Strike a ball using varying techniques with increasing accuracy. | Strike a ball using a wider range of skills. Apply these with some success under pressure. | Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure |
| Run and stop when instructed. | Run, stop and change direction with some balance and control. | Run, stop and change direction with balance and control. | Change direction with increasing speed in game situations. | Change direction to lose an opponent with some success. | Use a variety of techniques to change direction to lose an opponent. | Confidently change direction to successfully outwit an opponent. |
| Move around showing limited awareness of others. | Recognise space in relation to others. | Move to space to help score goals or limit others scoring. | Use space with some success in game situations. | Create and use space with some success in game situations. | Create and use space for self and others with some success. | Effectively create and use space for self and others to outwit an opponent. |
| Make simple decisions in response to a situation. | Begin to use simple tactics with guidance | Use simple tactics. | Use simple tactics individually and within a team. | Use simple tactics to help their team score or gain possession. | Understand the need for tactics and can identify when to use them in different situations. | Work collaboratively to create tactics within their team and evaluate the effectiveness of these. |

Progression: Body Management (yoga and gymnastics)

This unit links to the following strand of the NC:

KS1: master basic movements as well as developing balance, agility and co-ordination.

KS2: develop flexibility, strength, technique, control and balance.

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Create shapes showing a basic level of stillness using different parts of their bodies. | Perform balances making their body tense, stretched and curled. | Perform balances on different body parts with some control and balance. | Complete balances with increasing stability, control and technique. | Use body tension to perform balances both individually and with a partner. | Show increasing control and balance when moving from one balance to another. | Combine and perform more complex balances with control, technique and fluency. |
| Begin to take weight on different body parts. | Take body weight on hands for short periods of time. | Take body weight on different body parts, with and without apparatus. | Demonstrate some strength and control when taking weight on different body parts for longer periods of time. | Demonstrate increasing strength, control and technique when taking own and others weight. | Use strength to improve the quality of an action and the range of actions available. | Demonstrate more complex actions with a good level of strength and technique. |
| Show shapes and actions that stretch their bodies. | Demonstrate poses and movements that challenge their flexibility. | Show increased awareness of extension and flexibility in actions. | Demonstrate increased flexibility and extension in their actions. | Demonstrate increased flexibility and extension in more challenging actions. | Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. | Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. |
| Copy and link simple actions together. | Remember, repeat and link simple actions together. | Copy, remember, repeat and plan linking simple actions with some control and technique | Choose actions that flow well into one another both on and off apparatus. | Plan and perform sequences showing control and technique with and without a partner. | Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. | Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. |

Progression: OAA – team building

This unit links to the following strand of the NC:

KS1: participate in team games, developing simple tactics

KS2: take part in outdoor and adventurous activity challenges both individually and within a team.

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Follow simple instructions. | Follow instructions. | Follow instructions accurately. | Follow instructions from a peer and give simple instructions. | Accurately follow instructions given by a peer and give clear and usable instructions to a peer | Use clear communication when working in a group and taking on different roles. | Communicate with others clearly and effectively when under pressure. |
| Share their ideas with others. | Begin to work with a partner and a small group. | Work co-operatively with a partner and a small group, taking turns and listening to each other. | Work collaboratively with a partner and a small group, listening to and accepting others' ideas. | Confidently communicate ideas and listen to others before deciding on the best approach. | Begin to lead others, providing clear instructions. | Confident to lead others and show consideration of including all within a group. |
| Explore activities making own decisions in response to a task. | Understand the rules of the game and suggest ideas to solve simple tasks. | Try different ideas to solve a task. | Plan and attempt to apply strategies to solve problems. | Plan and apply strategies to solve problems. | Plan and apply strategies with others to more complex challenges. | Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. |
| Make decisions about where to move in space. Follow a path. | Copy a simple diagram/map. | Follow and create a simple diagram/map. | Orientate and follow a diagram/map. | Identify key symbols on a map and use a key to help navigate around a grid. | Orientate a map confidently using it to navigate around a course. | Confidently and efficiently orientate a map, identifying key features to navigate around a course. |
| Begin to identify personal success. | Identify own and others' success. | Understand when a challenge is solved successfully and begin to suggest simple ways to improve. | Reflect on when and why challenges are solved successfully and use others' success to help them to improve. | Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. | Explain why a particular strategy worked and alter methods to improve. | Accurately reflect on when challenges are solved successfully and suggest well thought out improvements. |

Progression: Swimming

NC: All schools must provide swimming instruction either in KS1 or KS2

| Beginners | Developers | Intermediate |
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| Submerge and regain feet in the water. | Confidently and consistently retrieve an object from the floor with the same breath. | Confidently combine skills to retrieve an object from greater depth. |
| Breathe in sync with an isolated kicking action from poolside | Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. | Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. |
| Use arms and legs together to move effectively across a short distance in the water. | Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. | Confidently demonstrate good technique in a wider range of strokes over increased distances. |
| Glide on front and back over short distances. | Combine gliding and floating on front and back over an increased distance. | Combine gliding and transitioning into an appropriate stroke with good control. |
| Float on front and back for short periods of time. | Float on front and back using different shapes with increased control. | Confidently link a variety of floating actions together demonstrating good technique and control. |
| Confidently roll from front to back and then regain a standing position. | Comfortably demonstrate sculling head first, feet first and treading water | Select and apply the appropriate survival technique to the situation. |

| Progression: Social, Emotional and Thinking | | | | |
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| | EYFS | KS1 | Lower KS2 | Upper KS2 |
| Social | <ul style="list-style-type: none"> ➤ Take turns. ➤ Learn to share equipment with others. ➤ Share their ideas with others. | <ul style="list-style-type: none"> ➤ Encourage others to keep trying. ➤ Talk to a partner about their ideas and take turns to listen to each other. ➤ Work with a partner and small group to play games and solve challenges. | <ul style="list-style-type: none"> ➤ Encourage and motivate others to work to their personal best. ➤ Work with others to achieve a shared goal. ➤ Work with others to self manage games | <ul style="list-style-type: none"> ➤ Share ideas with others and work together to decide on the best approach to a task. ➤ Lead others and show consideration of including all within a group. ➤ Communicate with others clearly and effectively. |
| Emotional | <ul style="list-style-type: none"> ➤ Try again if they do not succeed. ➤ Practise skills independently. ➤ Confident to try new tasks and challenges. | <ul style="list-style-type: none"> ➤ Show determination to continue working over a longer period of time. ➤ Determined to complete the challenges and tasks set. ➤ Explore skills independently before asking for help. ➤ Confident to share ideas, contribute to class discussion and perform in front of others. | <ul style="list-style-type: none"> ➤ Persevere when finding a challenge difficult. ➤ Understand what their best looks like and they work hard to achieve it. ➤ Begin to use rules showing awareness of fairness and honesty. ➤ Show an awareness of how other people feel. | <ul style="list-style-type: none"> ➤ Understand what maximum effort looks and feels like and show determination to achieve it. ➤ Use different strategies to persevere to achieve personal best. ➤ Compete within the rules showing fair play and honesty when playing independently ➤ Confident to attempt tasks and challenges outside of their comfort zone. |
| Thinking | <ul style="list-style-type: none"> ➤ Begin to identify personal success. Choose own | <ul style="list-style-type: none"> ➤ Make decisions when presented with a simple challenge. | <ul style="list-style-type: none"> ➤ Pupils make quicker decisions when selecting and | <ul style="list-style-type: none"> ➤ Reflect and evaluate their performances both as a group and |

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| | <p>movements and actions in response to simple tasks e.g. choosing to travel by skipping.</p> <ul style="list-style-type: none"> ➤ Begin to provide simple feedback saying what they liked or thought was good about someone else's performance. | <p>E.g. move to an open space towards goal.</p> <ul style="list-style-type: none"> ➤ Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus. ➤ Provide feedback beginning to use key words from the lesson. | <p>applying skills to a situation. E.g. who to pass to and where to move.</p> <ul style="list-style-type: none"> ➤ Select and apply from a wider range of skills and actions in response to a task. ➤ Provide feedback using key terminology. | <p>as an individual and suggest areas for improvement.</p> <ul style="list-style-type: none"> ➤ Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there. ➤ Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve. ➤ Select and apply appropriate skills for the situation when under pressure. |
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