

Progression in PE

	EYFS	Year 1	Year 2	Year 3	Year 4
Agility, Balance and Control (A,B,Cs)	- To carry and control small equipment. - To move safely in a large space, negotiating obstacles, changing direction, regulating speed & stopping on cue - To travel in a wide range of ways with control and co-ordination - To roll, kick and throw a variety of balls/other throwing equipment to a partner/target with increasing precision and accuracy - To control and steer a ball by hand - To aim, roll, track and collect a ball - To bounce a ball on the spot or on the move	- To begin to move in different directions - To begin to explore ways to balance when stationary - To begin to explore various coordination activities e.g. Collection games	- To move with confidence in different directions - To explore different ways to balance when stationary - To explore various coordination activities	- To begin to adjust speed and body position to suit moving in different directions - To demonstrate ways to balance when stationary and begin to apply this when using equipment, e.g. a bench - To begin to coordinate his/herself in a variety of situations, e.g. running, catching, etc.	- To adjust speed and body position accordingly when moving in different directions - To explore ways to balance when moving across and using equipment - To coordinate his/herself in a variety of situations e.g. running and catching
Athletics	- To recognise body changes during exercise - To jump in different ways - To jump off an object & land appropriately using hands, arms & body to stabilise and balance - To aim for a 'Personal Best' across a range physical activities, e.g. jumping further than before	- To run and recognise when he/she is running at different speeds - To jump from a standing position from one spot to another, beginning to think about the position of his/her feet - To throw an object towards a target using one hand	- To run at different speeds depending on distance sometimes with support - To jump from a standing position from one spot to another with his/her feet together - To jump over small obstacles and understand the importance of the position of his/her feet - To throw a variety of objects towards a target using one hand	- To understand why he/she run at different speeds depending on distance - To jump from a standing position and begin to understand the differences between one and two footed take-off and landings - To jump over a range of obstacles and understand the importance of the position of his/her feet - To use one hand to use a variety of objects towards a target with different throwing actions	- To understand why he/she runs at different speeds depending on distance and apply this with some consistency - To run and jump and understand the differences between one and two footed take off and landings - To jump over obstacles and begin to think about increasing his/her height - To think about his/her technique when throwing objects towards targets
Dance	- To follow along with simple dance routines demonstrating some fluent movements - To be able to use their bodies to imitate movements and gestures from stories and topics - To combine two or more different movements quickly and confidently	- To copy some dance moves with some control - To begin to understand moving at different levels; low, medium, high, elevated - To begin to move with different speeds - To choose movements to communicate a mood, feeling or idea. - To choose actions and link them together to create a simple dance with support	- To copy simple dance moves with increasing control - To move at different levels, directions and speed when reminded - To choose movements to communicate a mood, feeling or idea and discuss the reasons behind their choices - To choose actions and link them together to create a dance with increasing independence	- To copy a range of dance moves with some accuracy - To plan, perform and repeat sequences - To create dances and movements that convey an idea - To explore his/her own dance moves independently or with a partner and create a simple dance routine - To move at different levels, direction and speed independently - Recognise and talk about the movements used and the expressive qualities of dance	- To copy a range of dance moves with accuracy - To plan, perform, repeat and refine sequences - To create dances that convey a definite idea - To create a dance motif of his/her own and perform to his/her peers - To move at different levels, direction and speed independently and with control - Describe, interpret and evaluate dance, using appropriate language
Games (Sending, striking and receiving)	- To engage in team based physical activity - To engage in whole group physical activity/games with simple instructions - To engage in larger, team-based activities with an increasing	- To begin to handle a ball with some confidence - To use rolling, hitting, running, jumping, catching and kicking skills in games - To stop a ball with some control	- To handle a ball with increasing confidence - To use rolling, hitting, running, jumping, catching and kicking in combination - To stop a ball with control - To pass a ball to	- To pass and receive a range of items with varying sizes - To throw and catch with control - To strike a ball and field with some control - To move with a ball with increasing control	- To pass and receive when moving with a ball - To throw and catch with control and accuracy - To strike a ball and field with control - To move with a ball with control

	number of instructions/rules • To engage in small, team-based competition noting their team's 'score' • To engage in a wider range of physical activity including specific sports e.g. golf	• To send a ball in the direction of another person • To prepare his/her body to receive a ball • To understand the terms 'opponent' and 'teammate'	another person or target • To receive a ball with some control • To use the terms 'opponent' and 'teammate' • To develop an understanding of tactics	• To begin to use ball skills in a range of simple games • To choose tactics in order to maintain possession of the ball • To develop an understanding of game rules and play fairly	• To use and apply ball skills in a range of games • To begin to understand why he/she needs to learn the skills prior to playing a game • To choose appropriate tactics to cause problems for the opposition • To follow game rules and act as a respectful team member
Gymnastics	• To use a range of large and small apparatus indoors and outdoors • To create & travel across simple obstacle courses including varying heights • To travel with confidence and skill around, under, over and through balancing and climbing equipment	• To copy and explore basic movements • To balance with some control • To perform different body shapes with support • To perform a two-footed jump • To link 2-3 simple movements • To begin to move with some control and awareness of space	• To copy and explore basic movements with increasing control • To begin hold a position whilst balancing on different points of the body • To perform basic rolls and body shapes with increasing control • To jump in a variety of ways and land with increasing control and balance • To use equipment safely, and in a range of ways when he/she moves • To link movements together to create a sequence • To move with some control and awareness of space	• To perform a range of rolls with increasing control • To vary how he/she travels in his/her performance • To use turns when travelling • To perform a range of balances with increasing control • To copy, explore and remember movements in his/her own sequences	• To perform a range of rolls with control • To show changes of direction, speed and level during a performance • To travel in a variety of ways, including flight, by transferring weight to generate power in movements • To perform a variety of balances with control • To land with increasing control • To perform a routine which includes a range of body shapes and equipment
Outdoor & Adventurous	• To know the different parts of the school, make simple maps & look at aerial views • To explore, draw and label geographical features on the route to the beach/quarry • To explore physical features of places around the world using Google Earth • To describe changes to trees, woodland plants & the beach environment in summer	• To use orienteering skills to find areas around school from a photograph • To work with a partner and in a small group to complete a simple activity. • To explore ways to solve a problem	• To use orienteering skills to find objects around school from a photograph • To work with a partner and in a small group to complete a simple activity • To explore ways to solve a problem	• To use orienteering skills to find objects and areas around school from a photograph • To work with a partner and in a small group to complete a simple activity • To explore ways to solve a problem	• To use a simple map to find points of interest in school • To make a positive impact when working as part of a group to complete a range of activities • To listen to and act upon what others say to solve a problem
Swimming				<u>Band 3</u> With a water aid I can stay afloat. I can move across a pool with a water aid. I can swim 5 metres without stopping. <u>Band 4</u> I am beginning to be aware of different swimming strokes. I can explore different ways of moving under water. I can explore various water skills with increasing confidence (floating, handstands, etc). <u>Band 5</u> I am beginning to swim further distances (up to 20 metres). I can use a range of strokes with increasing confidence. I can move underwater with increasing confidence. <u>Band 6</u> I can swim with confidence over 25 metres. I can use a range of strokes effectively. I can perform safe self-rescue in water-based situations	