



Progression in Physical Education

	EYFS	Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
	Year 1/2	Year 3/4	Year 5/6
	Pupils should be taught to: - 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 - participate in team games, developing simple tactics for attacking and defending - perform dances, using simple movement patterns	Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - 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 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performance with previous ones and demonstrate improvement to achieve their personal best	
Games	Year 1 - I can throw under arm. - I can hit a stationary ball with a bat. - I can move and stop safely. - I can throw and catch with both hands. - I can throw and kick in different ways.	Year 3 - I can throw and catch with control. - I can send and receive a pass. - I am aware of space and use it to support team-mates and to cause problems for the opposition. - I know and use rules fairly. - I can dribble a ball with some control. - I can strike a ball with varying techniques.	Year 5 - I can gain possession by working a team. - I can pass and dribble in different ways with control under pressure. - I can field. - I can choose a tactic for defending and attacking. - I can use a number of techniques to pass, dribble and shoot. - I can create and use space for self and others with some success.



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	Year 2 • I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during a game. • I can begin to dribble a ball. • I can run, stop and change direction with balance and control • I can use one tactic in a game. • I can follow rules.	Year 4 • I can throw and catch accurately. • I can link dribbling and passing with increasing control. • I can send and receive a pass accurately with control under pressure. • I can keep possession of the ball. • I can vary tactics and adapt skills depending on what is happening in a game. • I can follow rules of a modified game.	Year 6 • I can use dribbling to change the direction of play and maintain possession in a game • I can receive a ball with consideration for the next move • I can apply the appropriate skill for the game and demonstrate it with control • I can play to agreed rules. • I can explain rules. • I can umpire. • I can make a team and communicate plan. • I can lead others in a game situation.
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Progression in Physical Education

		Year 1/2	Year 3/4	Year 5/6
Athletics	Running	<i>Year 1</i> - I can run at different speeds - I can show an awareness of running technique <i>Year 2</i> - I can describe different ways of running - I can show balance and coordination when running at different speeds.	<i>Year 3</i> - I can run smoothly at fast, medium and slow speeds; changing speed and direction. - I can take part in a relay, remembering when to run and what to do. - I can show balance, coordination and technique when running at different speeds, stopping with control. <i>Year 4</i> - I can run over a long distance. - I can sprint over a short distance. - I can demonstrate how and when to speed up in running.	<i>Year 5</i> - I can combine running and jumping. - I can identify parts of the running performance that need to be improved - I can run at the appropriate speed over longer distances or for longer periods of time. <i>Year 6</i> - I can demonstrate stamina. - I can demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
	Jumping	<i>Year 1</i> - I can perform the 5 basic jumps and choose which allows me to jump the furthest - I can begin to link running and jumping movements <i>Year 2</i> - I can perform combinations of the 5 basic jumps with control - I can show control at take-off and landing - I can describe different ways of jumping	<i>Year 3</i> - I can perform combinations of jumps eg. Hop, step, jump - I can choose different styles of jumping - I can jump for distance and height with an awareness of technique <i>Year 4</i> - I can jump in different ways. - I can watch and describe specific aspects of jumping - I can jump for distance and height showing balance and control.	<i>Year 5</i> - I can control when taking off and landing in more complex jumping activities. - I can perform a range of more complex jumps showing some technique. <i>Year 6</i> - I can demonstrate a range of jumps showing power, control and consistency. - I can perform jumps for height and distance using good technique.



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			I can set realistic targets when jumping for distance or height	
Athletics continued	Throwing	<i>Year 1</i> - I can throw into targets <i>Year 2</i> - I can perform a range of throwing actions - I can describe different ways of throwing - I can change technique to throw for distance	<i>Year 3</i> - I can explore different ways of throwing - I can throw a variety of objects - I can throw with greater control <i>Year 4</i> - I can throw in different ways. - I can hit a target with a range of implements - I can throw with some accuracy and power towards a target area	<i>Year 5</i> - I can throw with accuracy. - I can show accuracy and power when throwing for distance. <i>Year 6</i> - I can organise small groups to safely take turns when throwing or retrieving implements - I can show accuracy and good technique when throwing for distance.



Progression in Physical Education

		Year 1/2	Year 3/4	Year 5/6
Dance	Compose	Year 1 - I can copy dancemoves. - I can copy, remember and repeat actions. - I can make up a short dance. Year 2 - I can use dance to show a mood or feeling. - I can copy, remember and repeat a series of actions.	Year 3 (DANCE COVERED IN YEAR 4) Year 4 - I can share and create phrases with a partner and small group. - I can use dance to communicate an idea. - I can take the lead when working with a partner or group. - I can compose my own dances in a creative way. - I can develop sequences in a specific style. - I can choose my own music and style.	Year 5 (DANCE COVERED IN YEAR 4) Year 6 (DANCE COVERED IN YEAR 4) .
	Perform	Year 1 - I can perform my own dance moves. - I can move to music - I can move safely in a space. Year 2 - I can dance with control and coordination. - I can change rhythm, speed, level and direction in my dance. - I can use pathways, levels, shapes, directions, speeds.	Year 3 (DANCE COVERED IN YEAR 4) Year 4 - I can show co-ordination, control and strength - I can improvise freely and translate ideas from a stimulus into movement. - I can repeat, remember and perform phrases. - I can perform to an accompaniment. - My dance shows clarity, fluency, accuracy and consistency. - I can demonstrate a large range of dance activities	Year 5 (DANCE COVERED IN YEAR 4) Year 6 (DANCE COVERED IN YEAR 4)



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Dance continued	Appreciate	<i>Year 1</i> I can respond to own work and that of others	<i>Year 3</i> (DANCE COVERED IN YEAR 4)	<i>Year 5</i> (DANCE COVERED IN YEAR 4)
		<i>Year 2</i> I can recognize the changes in the body when dancing	<i>Year 4</i> - I can show an awareness of different dance styles and traditions - I can compare and comment on my own and other's work – both strengths and areas for improvement - I can compare and evaluate my own work and that of others historical/social content	<i>Year 6</i> (DANCE COVERED IN YEAR 4)



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		Year 1/2	Year 3/4	Year 5/6
Gymnastics	Sequencing	Year 1 - I can copy sequences and repeat them. - I can remember, repeat and link simple actions together Year 2 - I can plan and perform a sequence of movements. - I can improve my sequence based on feedback. - I can think of more than one way to create a sequence which follows some 'rules'. - I can work on my own and with a partner	Year 3 - I can compare and contrast gymnastic sequences. - I can adapt sequences to suit different types of apparatus and criteria. - I can include a range of shapes. - I can work with a partner to create, repeat and improve a sequence with at least three phases. - I can choose actions that flow well into one another both on and off apparatus. Year 4 (GYM COVERED IN YEAR 3)	Year 5 (GYM COVERED IN YEAR 3) Year 6 (GYM COVERED IN YEAR 3)
	Balance	Year 1 - I can control my body when travelling and balancing. - I can roll, curl, travel and balance in different ways. - I can make my body curled, tense, stretched and relaxed. - I can stand and sit "like a gymnast" Year 2 - I can develop balance by showing good tension in the core and extension in the arms, legs, hands and feet - I can perform balances on different body parts with some control and balance.	Year 3 - I can explore and develop use of upper body strength - I can balance on the floor and apparatus - I can explore balancing on 1, 2, 3, 4 'points' - I can work in a controlled way. - I can complete balances with increasing stability, control and technique. Year 4 (GYM COVERED IN YEAR 3)	Year 5 (GYM COVERED IN YEAR 3) Year 6 (GYM COVERED IN YEAR 3)



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		Year 1/2	Year 3/4	Year 5/6
Gymnastics continued	Travel	<i>Year 1</i> - I can control my body when travelling and balancing. - I can roll, curl, travel and balance in different ways. <i>Year 2</i> - I can travel on hands and feet, monkey walk, caterpillar walk and bunny hop	<i>Year 3</i> - I can use a variety of rolling actions to travel on the floor and apparatus - I can travel with a partner - I can roll travel at different speeds - I can include change of speed and direction. - I can explore different entry and exit points on apparatus <i>Year 4</i> (GYM COVERED IN YEAR 3)	<i>Year 5</i> (GYM COVERED IN YEAR 3) <i>Year 6</i> (GYM COVERED IN YEAR 3)
	Jump	<i>Year 1 & Year 2</i> I can explore shape in the air when jumping and landing with control (e.g. star shape)	<i>Year 3</i> - I can explore leaping forward in stag jump - I can add a quarter or half turn into a jump before landing - I can make a twisted shape in the air - I can make symmetrical and asymmetrical shapes in the air - I can jump along, over and off apparatus of varying height with control <i>Year 4</i> (GYM COVERED IN YEAR 3)	<i>Year 5</i> (GYM COVERED IN YEAR 3) <i>Year 6</i> (GYM COVERED IN YEAR 3)



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		Year 1/2	Year 3/4	Year 5/6
Gymnastics continued	Roll	<i>Year 1</i> - I can roll in different ways (pencil, egg, dish roll) <i>Year 2</i> - I can continue to develop control in different rolls - I can begin the forward roll	<i>Year 3</i> - I can continue to develop control in rolling actions on the floor and apparatus with a partner - I can begin the backwards roll <i>Year 4</i> (GYM COVERED IN YEAR 3)	<i>Year 5</i> (GYM COVERED IN YEAR 3) <i>Year 6</i> (GYM COVERED IN YEAR 3)
	Swimming and Water Safety	All schools must provide swimming instruction in either KS1 or KS2. In particular, pupils should be taught to: - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) - perform safe self-rescue in different water-based situations		



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Outdoor and Adventurous Activities	Orientation	<i>Year 1</i> - I can identify positions on simple maps and diagrams of familiar environments - I can follow simple instructions. <i>Year 2</i> - I can use simple maps and diagrams to follow a trail - I can follow instructions accurately.	<i>Year 3</i> - I can follow a map in a familiar context. - I can follow a route safely. - I can follow instructions from a peer. - I can give simple instructions. <i>Year 4</i> - I can follow a map in a (more demanding) familiar context. - I can follow a route within a time limit.	<i>Year 5</i> - I can follow a map in an unknown location - I can use a compass and clues to navigate a route <i>Year 6</i> - I can plan a route and a series of clues for someone else. - I can confidently and efficiently orientate a map, identifying key features to navigate around a course.
	Communication	<i>Year 1</i> - I can begin to work co-operatively with others - I can suggest ways to solve simple tasks. <i>Year 2</i> - I can plan and share ideas	<i>Year 3</i> - I can co-operate and share roles within a group - I can follow rules to keep self and others safe <i>Year 4</i> - I can take responsibility for a role within the group - I can listen to each other's ideas when planning a task and adapt - I can recognise that some OAA activities can be dangerous	<i>Year 5</i> - I can recognise and talk about the dangers of a task - I can understand individual's roles and responsibilities. - I can use clear communication when working in a group and taking on different roles. - I can Begin to lead others, providing clear instructions. <i>Year 6</i> - I can plan with others taking account of safety and danger. - I can adapt roles or ideas if they are not working. - I can communicate with others clearly and effectively when under pressure. - I can be confident to lead others and show consideration of including all within a group.



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	Problem Solving	<i>Year 1</i> • I can select appropriate equipment for the task <i>Year 2</i> • I can discuss how to follow trails and solve problems • I can try different ideas to solve a task.	<i>Year 3</i> • I can use clues to follow a route. • I can plan and attempt to apply strategies to solve problems. • I can reflect on when and why challenges are solved successfully and use others' success to help them to improve. <i>Year 4</i> • I can select appropriate equipment/route/people to solve problem successfully • I can choose effective strategies and change ideas not working	<i>Year 5</i> • I can change my route to overcome a problem. • I can follow a map in an unknown location. • I can use clues and a compass to navigate a route. • I can use new information to change my route. <i>Year 6</i> • I can plan strategies to solve problems/plan routes/follow trails/build shelters • I can use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
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