

PROGRESSION IN PHYSICAL EDUCATION AT SAINT JOHN'S



Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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 performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SWIMMING & WATER SAFETY	Distance			Enter/exit the water safely Demonstrate an understanding of pool rules	Travel on 5 metres on front/back, aids may be used	Travel 10 metres on front/back without aids	Travel 15 metres on front/back using recognised strokes without aids	Travel at least 25 metres, confidently and proficiently, on front/back using recognised strokes without aids
	Strokes			Begin to develop water confidence by scooping water to wash face and be at ease with water showered from overhead Move into a stretched, floating position using aids	Jump in from poolside safely Travel, float and submerge with increasing confidence Use different kicking and arm actions on their front and back	Push and glide on front/back, maintaining a streamlined position Use front crawl and backstroke and begin side breathing	Use front crawl and backstroke effectively Use breaststroke kick on back/front with aids	Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke
	Self-rescue			Begin to use their legs and arms to propel themselves through the water	Understand how to stay safe around the water	Maintain floating position without aids Begin to tread water	Tread water for 30 seconds Demonstrate an action for getting help	Perform safe self-rescue in different water-based situations

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GYMNASTICS	Shape	Make large and small body shapes	Recognise and make shapes – star, tuck and straight in isolation.	Jump and land with control using different body shapes in flight e.g. straight, star and tuck.	Recognise and use a wider variety of gymnastic shapes e.g. straight, star, tuck, pike and straddle.	Perform matched and mirrored shapes with a partner e.g. making same shape on different levels or in a different place.	Perform shapes consistently and fluently to a high standard	Combine and perform gymnastic shapes more fluently and effectively
	Travel	Perform basic travelling actions on various body parts.	Travel on hands and feet – caterpillar, bunny hop and frog.	Travel on hands and feet with increased control – bunny, crab, bear, caterpillar and frog.	Travel at different speeds e.g. move slowly into a balance or quickly before jumping	Travel in a variety of ways and speeds on a range of apparatus	Explore the use of unison/canon/contrast in travel	Explore the use of unison/canon/contrast in travel
	Balance	Begin to link balance and stillness.	Develop balance by using tension to be still.	Balance on large body parts (patch balances) e.g. back – dish, front – arch, shoulder and bottom.	Know the principles of balance and apply them on floor and apparatus, exploring both point and patch balances	Perform balances with good body control. Explore balancing with a partner and begin to transition smoothly into and out of them	Move in and out of balance fluently. Mirror and match a partner's balance. Explore counter-balance with a partner.	Perform a range of balances with a partner on the floor and on different levels on apparatus Perform a group balance on floor and using apparatus.
	Roll	Make body tense, relaxed, curled and stretched.	Roll in stretched/curled positions e.g. 'pencil' and 'egg' rolls	Recognise and perform an egg roll, pencil roll, teddy/circle roll, dish roll.	Continue to develop control in rolling actions on the floor/apparatus.	Explore different starting and finishing positions when rolling in time with a partner	Perform rolls, both independently and with a partner, showing good control	Perform rolls, both independently and with a partner, showing good control
	Sequence & Perform	Show an awareness of space and how to use it safely Copy and link simple actions together	Begin to work alone/with a partner to create a short sequence Begin to vary their use of levels and direction when performing	Create a short sequence and perform with some control and technique Begin to consider how to link elements in their sequence	Begin to make simple judgements about the quality of their own performance Choose actions that flow well into one another, showing clear start and finish positions, both on and off apparatus	Share ideas and give positive/criticism/advice to themselves and others. Plan and perform longer sequences showing good control and technique.	Identify which sequences were performed with fluency, accuracy and consistency. Create and perform more complex sequences of actions including counter-balance, canon/unison and mirroring.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills which utilises everything learnt so far

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DANCE	Compose	<p>Explore how their body moves</p> <p>Copy basic body actions and rhythms</p>	<p>Copy, remember and repeat actions to represent a theme</p> <p>Explore creating their own actions in relation to a theme</p>	<p>Copy, remember and repeat a series of actions accurately</p> <p>Explore working with a partner using unison and mirroring</p>	<p>Copy, remember and perform a dance phrase</p> <p>Begin to improvise independently to create a simple actions in response to a stimulus</p> <p>Compose routines with a partner, using unison, mirroring and canon</p>	<p>Copy, remember and adapt set choreography</p> <p>Confidently improvise with a partner or on their own.</p> <p>Create more complex sequences with a partner</p> <p>Begin to work as part of a small group</p>	<p>Accurately copy, repeat and adapt choreography</p> <p>Demonstrate an awareness of the music's rhythm when improvising</p> <p>Create dance routines in larger groups</p>	<p>Compose longer, challenging routines, with a partner and as part of a larger group</p> <p>Plan to include a wide range of dance techniques</p> <p>Consistently show awareness of the music's rhythm when improvising</p>
	Perform	<p>Move to music</p> <p>Move safely around the space</p>	<p>Move in time with music and begin to use counts within their performance</p>	<p>Use counts of 8 to keep in time with the music</p> <p>Show character through their actions and expression</p>	<p>Perform short routines both individually and with a partner, using counts to keep in time</p> <p>Use techniques such as canon and unison</p> <p>Develop dynamics and expression to show character</p>	<p>Perform more complex routines n, both individually and with a partner, using techniques to enhance performance</p> <p>Show better coordination, control, strength and timing</p> <p>Change dynamics within a performance</p>	<p>Perform dances expressively, using a range of performance skills</p> <p>Show good coordination, control, strength and timing when performing</p> <p>Use a range of dynamics and techniques to represent an idea</p>	<p>Consistently perform dances which are expressive and use a wide range of performance skills</p> <p>Perform confidently, fluently and accurately with good timing</p> <p>Combine movement dynamics effectively on their own, with a partner or as a group</p>
	Evaluate			<p>Say what they liked about another child's performance</p>	<p>Compare and comment on their own and other's performance</p>	<p>Use simple dance vocabulary when evaluating performance</p> <p>Comment on their own and other's performance, including constructive advice for improvement</p>	<p>Compare and evaluate their own and others' work using a wider range dance vocabulary</p> <p>Modify parts of a sequence as a result of self/partner feedback</p>	<p>Show an awareness of dance styles from different times, places and cultures</p> <p>Use more complex dance vocabulary to compare and improve work.</p>

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TEAM GAMES	Skills	<p>Develop control and coordination of movement</p> <p>Know how to move and stop safely</p> <p>Throw and roll a variety of equipment into space</p> <p>Move a ball with their feet and kick it into space</p>	<p>Change direction easily e.g. dodging and swerving</p> <p>Throw an object underarm</p> <p>Throw and roll towards a target with some accuracy</p> <p>Catch a ball/moving object with both hands</p> <p>Kick a ball towards a stationary target</p>	<p>Aim at various targets using different equipment</p> <p>Show awareness of technique when rolling/throwing/kicking/catching (underarm and overarm)</p> <p>Catch a ball, at different heights, using both hands</p> <p>Dribble a ball with some success</p> <p>Move to track a ball and stop it using their feet</p> <p>Explore striking a ball with their hand and equipment</p>	<p>Show good technique and increasing accuracy when throwing/catching/kicking/dribbling under pressure</p> <p>Catch a ball using one and two hands with some success</p> <p>Return a ball using a racket with some accuracy</p> <p>Strike a ball with a bat</p> <p>Beginning to combine skills in modified games situations</p>	<p>Explore bowling and fielding skills to include long and short barriers</p> <p>Develop batting technique and begin to strike a bowled ball</p> <p>Mostly throw/catch/kick/dribble with control and accuracy</p> <p>Choose and combine skills successfully in modified games situations e.g. running, throwing, catching, kicking, dribbling</p>	<p>Strike a bowled/volleyed ball with some accuracy</p> <p>Develop a range of serving techniques</p> <p>Develop underarm bowling technique</p> <p>Throw/catch/kick/dribble with good technique, control and accuracy under pressure</p> <p>Use forehand and backhand strokes in racket games</p> <p>Choose and combine skills in a range of different games situations</p>	<p>Strike a bowled ball with increasing accuracy and consistency</p> <p>Develop overarm bowling technique</p> <p>Consistently throw/catch/kick/dribble with good technique, control and accuracy under pressure</p> <p>Perform taught skills successfully in a game situation</p> <p>Consistently make good decisions on when, how and who to pass to</p>
	Tactics	<p>Play a game by following simple rules e.g. Simon says, tag</p> <p>Make simple decisions in response to a situation</p>	<p>Understand the concept of a team when playing simple games e.g. compete online</p>	<p>Recognise and use space in a game - look for space to throw/hit/run to help them score</p> <p>Understand the concept of aiming and the need for accuracy</p> <p>Begin to develop an understanding of attacking/defending</p>	<p>Know how to keep possession in a game</p> <p>Use simple attacking and defending skills in a game e.g. marking to defend and dodging to lose a defender</p> <p>Communicate with others during games situations</p>	<p>Make good decisions about which skill to use e.g. overarm/underarm throw</p> <p>Begin to make interceptions to win back possession</p> <p>Discuss tactics with other members of the team</p>	<p>Use age appropriate positions in games e.g. High Five netball</p> <p>Explore creating tactics with others and applying them to games situations</p> <p>Show some understanding of the rules of the game</p>	<p>Use age appropriate positions in games e.g. High Five netball</p> <p>Use a range of tactics for attacking/defending</p> <p>Show a good understanding of the rules of the game</p>

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ATHLETICS	Running	Explore running and stopping	Vary their pace and speed when running Run with a basic technique over different distances	Change speed and direction whilst running Maintain and control a run over different distances	Beginning to run at speeds appropriate for the distance e.g. sprinting and cross country Focus on their arm and leg action to improve their sprinting technique	Beginning to build a variety of running techniques e.g. use of arms, sprint starts, sprint finishes Perform a relay, focusing on the baton changeover technique	Can use a variety of running techniques effectively and with confidence Select a suitable pace for the distance to maintain a sustained run Explain why a warm-up is needed	Perform a range of warm-up exercises independently/ leading a group Set realistic times to achieve over short and long distances Develop their own technique and support others in improving their performance
	Jumping	Explore jumping and hopping	Explore different types of jumps e.g. two feet to two feet, two feet to one foot, one foot to same/opposite foot Develop their balance whilst jumping and landing	Jump from a standing position with accuracy, focusing on techniques to increase distance Land safely	Develop an effective take-off for the standing long jump and explore techniques for the flight phase Perform a running jump with some accuracy Use one and two feet to take off and land	Perform an effective standing long jump Perform a running jump with more than one component e.g. hop, skip and jump Begin to measure distance jumped and work to improve their personal best	Explore technique and rhythm in the triple jump, developing effective technique to improve distance Understand how parts of the body work to increase distance jumped e.g. legs and arms	Develop and improve their own technique and support others in improving their performance Set up and lead jumping activities, including measuring jumps, with confidence and accuracy
	Throwing	Explore different ways of throwing	Explore throwing overarm and underarm for distance and accuracy Improve the distance they can throw by using more power	Throw different types of equipment in different ways, for accuracy and distance Investigate ways to alter their throwing technique increase distance Use equipment safely	Develop techniques for increased distance whilst maintaining accuracy Perform a push throw, using the correct technique Can use equipment safely and with good control	Measure the distance of their throws Set themselves realistic targets for improvement Adjust their own technique to achieve improve their personal best	Develop and refine techniques to throw for accuracy and distance Measure and record the distances of their own and others throws, beginning to support others in improving their performance	Develop their own technique and support others in improving their performance Set up and lead throwing activities, including measuring jumps, with confidence and accuracy

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OUTDOOR & ADVENTUROUS ACTIVITY	Orientation			FOREST SCHOOL			Can identify North, South, East and West Orientate simple maps and plans Find their way back to a base point	Draw maps/plans and set trails for others to follow Use the eight points of the compass to orientate
	Communication	FOREST SCHOOL Follow simple instructions Share their ideas with others Make their own decisions in response to a task	FOREST SCHOOL Follow instructions Begin to work with a partner and a small group Suggest ideas in response to a task Follow a path and lead others	Follow instructions accurately Work co-operatively with a partner and a small group, taking turns and listening to each other Begin to plan and apply strategies to overcome a challenge	Follow instructions from a peer and give simple instructions Work collaboratively with a partner and a small group, listening to and accepting others' ideas	Accurately follow instructions given by a peer and give clear and usable instructions to a peer Confidently communicate ideas and listen to others before deciding on the best approach Follow rules to keep self and others safe	Understand individuals' roles and responsibilities and take responsibility for a role within the group Use clear communication Recognise and talk about the dangers of tasks	Plan and share roles within the group based on each other's strengths Take turns to lead Ask for and listen to advice Recognise the dangers of the task and create rules to keep themselves safe
	Problem Solving	Begin to identify personal success	Identify their own and others' success	Try different ideas to solve a task Verbalise when they were successful and suggest simple ways to improve	Plan and attempt to apply strategies to solve problems Select appropriate equipment for the task Reflect on when and why challenges were solved successfully and use others' success to help them improve	Recognise that outdoor adventurous activities can be dangerous Select appropriate equipment/route/people to solve a problem Watch, describe and evaluate the effectiveness of a team strategy	Support others in the team Remain positive during challenges Plan and apply strategies with others to solve more complex challenges Explain why a particular strategy worked and alter methods to improve	Show resilience when plans do not work Implement and refine strategies Adapt roles if needed to successfully complete the challenge