

PE Progression Document

Nursery- Year 6

<p>Early Learning Goals</p>	<p>Personal Social and Emotional Development: Managing Self: -be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. -explain the reasons for rules, know right from wrong and try to behave accordingly. -manage their own basic hygiene and personal needs, including dressing.</p> <p>Personal Social and Emotional Development: Building Relationships: -work and play cooperatively and take turns with others.</p> <p>Physical Development: Gross Motor Skills ELG -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.</p> <p>Expressive Arts and Design: Being Imaginative and Expressive ELG -perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
<p>By the end of KS1 pupils should know:</p>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">-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

Physical Education Progression Map

<p>By the end of KS2 pupils should know:</p>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">-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] <p>BADMINTON SPR 2</p> <ul style="list-style-type: none">To use effective footwork, movement and positioning.To roll and throw a ball accurately.To develop ball control when using a racket.To hit a ball accurately using the forehand technique.To use the backhand technique in different ways.To play competitive net and wall-based games. <p>CRICKET SUM 1</p> <ul style="list-style-type: none">To use correct techniques for catching a ball when fielding in cricket.To use an overarm throw and to use the long barrier technique.To learn defensive hitting techniques for batting in cricket.To learn attacking hitting techniques for batting in cricket.To learn the correct technique for bowling overarm in cricket from a standing position.To use a range of fielding, batting and bowling skills in a Kwik Cricket match. <ul style="list-style-type: none">-perform dances using a range of movement patterns-take part in outdoor and adventurous activity challenges both individually and within a team
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Physical Education Progression Map

	<p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>Swimming</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none">-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 (Throughout the year) Cycle A
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Physical Education Progression Map

Basic Movements			
EYFS	KS1	LKS2	UKS2
Can run and stop.	Can show control and balance when running at different speeds (spring 1/ spring 2/ sum 1) (Autumn 2)	Know when to speed up and slow down when running. (Summer 2- Cycle B) (Spring 2 – Cycle A – Net & Wall Games)	Can demonstrate a controlled running technique of the appropriate speed over longer distances or for a longer length of time.
Can explore skipping.	Can link running and jumping movements with some control (autumn 2- running and jumping).	Can link hopping and jumping actions with some control.	Can link running, jumping and hopping movements with greater control and co-ordination.
Can jump using bent knees.	Can hop and jump with some control. (spring 1) (Autumn 2)	Can jump for distance and height. (Gymnastics)	Can perform jumps for height and distance with good technique.
Can throw a large ball.	Can use techniques to throw for distance (Aut1) (summer 1) (summer 2)	Can throw with accuracy and power towards a target. (Summer 1- Cycle B) (Spring 2 – Cycle A – Net & Wall Games)	Can show accuracy and good technique when throwing for distance.
Can balance independently.	Can show control and balance when travelling at different speeds. (Spr 1/ Sum 1) (Autumn 2)	Can show balance when performing other fundamental skills. (Autumn 2- Cycle B) (Spring 2 – Cycle A – Net & Wall Games)	Can show fluency and control when landing, stopping and changing direction.
Can change direction at a slow pace.	Can demonstrate balance and co-ordination when changing direction. (spring 1/ spr 2) (Autumn 2) (summer 1)	Can show balance and co-ordination when changing direction at speed and in combination with other movements. (Autumn 2- Cycle B) (Spring 2 – Cycle A – Net & Wall Games)	Can change direction with a fluent action and can move between people.
Can explore moving different body parts together.	Can co-ordinate their bodies with and without equipment. (Spring 1 / spring 2/ Sum 1/ Sum 2) (summer 1)		Can co-ordinate a range of body parts with a fluent action at speed for a range of tasks.

Physical Education Progression Map

		Can begin to co-ordinate their body at speed in response to a task. (Dance)	
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Physical Education Progression Map

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Team and competitive games			
EYFS	KS1	LKS2	UKS2
Can hit a large ball with their hands	Can hit a ball with a racket or a bat. (Aut 1) (Spring 1) (summer 2)	Know how to hit a ball with a tennis racket and cricket bat in a game situation. (Spring 1- Cycle B) (Spring 2 – Cycle A)	Can hit a ball using a wider range of skills to outwit an appointment. Knows how to apply these skills in a game situation.
Can roll a ball.	Can throw a ball underarm and overarm. (Aut 1) (Spring 1) (summer 1) (summer 2)	Knows and understands how to throw and catch a ball accurately. (Spring 1- Cycle B) (Spring 2 – Cycle A – Net & Wall Games)	Can use a range of overarm and underarm throws in a game situation.
Can move a ball with their feet.	Can dribble and stop a ball when required. (Aut 2) (summer 1) (summer 2)	Can change direction when dribbling a ball with their feet. (Autumn 2- Cycle B)	Can use a variety of dribbling techniques to maintain possession. Use dribbling to change the direction of play with control.
Can kick a large ball into a space.	Can kick a ball towards a stationary target. (spring 1) (summer 1)	Can dribble the ball with one hand and with control and use this in game situations. Autumn 2	Know how to select and apply the correct kicking technique in a game situation.
Can stop a large ball using their feet.	Can track a ball and stop it using their feet successfully. (spring 1) (summer 1)	Can kick a ball towards a partner accurately. (Autumn 2- Cycle B)	Know how to receive a pass and maintain possession of the ball in a game situation.
Can drop and catch a ball with two hands.	Can dribble a ball with two hands on the move. (spring 1) (spring 1)	Can receive a ball sent to them using different parts of their foot. (Autumn 2- Cycle B)	Knows a variety of dribbling techniques to maintain possession under pressure in a game situation.
Can throw and roll balls and beanbags into space.	Can throw or roll a ball towards a target with some success. (aut 1) (spring 1) (summer 1) (summer 2)	Can dribble the ball with one hand on the move.	Knows how to use a variety of throwing techniques including fake passes to outwit an appointment.
Can run and stop as instructed and is beginning to be able change direction when moving in a variety of ways.		Can use throwing techniques in game situations. (Summer 1- Cycle B) (Spring 2 – Cycle A – Net & Wall Games)	Knows how to effectively use and create space to loose an appointment in a game situation.

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<p>Can move around a space showing some awareness of others.</p> <p>Make a simple decision in response to a situation.</p>	<p>Can run, stop and change direction with control and balance. (Spring 1/ Spring 2) (spring 1) (summer 1)</p> <p>Can move into space to either score a goal, or to incept a pass. (spring 1/ spr 2) (summer 1)</p> <p>Knows some simple tactics to use in games.(Spring 2) (spring 1) (summer 1)</p>	<p>Change direction to loose an appoinent. (Autumn 2- Cycle B)</p> <p>Can create and use space with some success in game situations. (Spring 1- Cycle A)</p> <p>Can use some tactics to help their team win in a game. (Spring 1-n Cycle A)</p>	<p>Knows how to ourwit an appointment by using space effectively in a game sitatuion.</p> <p>Can work with others to create and plan tactcics in a team and then evaluate the effectiveness of these.</p>
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Dance			
EYFS	KS1	LKS2	UKS2
Can copy basic body movements and rhythms.	Can copy remember and repeat and series of actions and movements. (Spring 2 summer 1) (Autumn 2) (summer 1)	Can copy remember and perform a basic dance routine.	Can perform a dance confidently with fluency and good timing.
Can use travelling actions and balances independently.	Can select an appropriate action in response to a stimulus. (Spring 2) (Autumn 2)	Can choreograph a short dance routine considering structure individually and also part of a group.	Know how to work creatively and imaginatively individually and part of a group to choreograph a dance routine relating to a theme.
Can copy a partners actions.	Can use mirroring and unison when completeing actions with a partner. (Spring 2) (Autumn 2) (summer 1)	Can change dynamic and expressive qualities to express a range of ideas.	Can improvise and combine dynamics demondrating an awareness of the impact on performance.
Can move in time to music	Knows how counts in music help us stay in time. (Autumn 2) (summer 1)	Can use counts when choreographing short routines.	Can confidently use counts to choreograph a routine alongside others.

Physical Education Progression Map

Outdoor & Adventurous Activities (OAA)			
EYFS	KS1	LKS2	UKS2
		<p>Can accurately can follow instructions given by a peer. (Autumn 1- Cycle B)</p> <p>Can accuratley give instructions to a peer. (Autumn 1- Cycle B)</p> <p>Can listen to others ideas and communicate confidently with others before deciding the best approach. (Autumn 1- Cycle B)</p> <p>Can apply strategies to solve problems. (Autumn 1- Cycle B)</p> <p>Can identify symbols on a map and use a key to navigate a route. (Autumn 2-cycle A)</p> <p>Can evaluate the strategies used as a team and give ideas for improvements.</p>	<p>Can communicate clearly and effectively with others when under pressure.</p> <p>Can lead a group and show consideration of others.</p> <p>Know some critical thinking skills to form ideas and strategies and use these to help problem solve.</p> <p>Can confidently orientate a map, using key features to navigate a course.</p> <p>Can reflect when challenges occur and suggest well thought out improvements.</p>

Physical Education Progression Map

Gymnastics			
EYFS	KS1	LKS2	UKS2
Can create shapes using their bodies.	Can perform balances on different body parts using some control. (Summer 1 and summer 2) (Spring 1)	Can use body tension to perform balances individually and with a partner. Autumn	Can perform more complex balances with control.
Can take weight on different body parts.	Can take weight on different body parts both with and without apparatus. (summer 1 and summer 2)	Can demonstrate control and technique when balancing on apparatus.	Can demonstrate complex balances and show a good level of strength.
Can perform some basic stretches.	Know why stretches are important for our muscles. (Spring 2, summer 1) (Spring 1)	Demonstrate more flexibility in more challenging actions.	Can confidently transition from one action to another showing control.
Can link some simple actions together.	Can copy, remember, and link some actions together. (Spring 2 and summer 2) (Spring 1) (summer 1)	Plan and perform a sequence of balances and actions showing control. With and without a partner.	Know how to plan and perform a sequence of actions that demonstrate a range of skills.

Physical Education Progression Map

Swimming			
	Beginners	Developers	Improvers
	<p>Can submerge and then stand up in water.</p> <p>Can breathe in sync with an isolated kicking action holding onto poolside.</p> <p>Can use arms and legs together to move through the water.</p> <p>Can glide on front and back over short distances.</p> <p>Can float on front or back for short periods of time.</p>	<p>Can confidently retrieve and object from the floor with one deep breath.</p> <p>Can co-ordinate breathing in time with basic strokes showing some consistency with timing.</p> <p>Can demonstrate a fair level of technique, consistently in a range of strokes.</p> <p>Can glide and then float on front or back.</p> <p>Can float on front and back in various shapes.</p>	<p>Can retrieve an object from the floor from a greater depth.</p> <p>Can confidently use an effective breathing technique with a range of strokes.</p> <p>Can confidently demonstrate good techniques in a range of strokes over an increased distance.</p> <p>Can demonstrate a push and glide into stroke.</p> <p>Can confidently link floating actions together demonstrating good technique and control.</p>

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Sportmanship			
EYFS	KS1	LKS2	UKS2
Can take turns.	Know to encourage others to keep on trying. (sum 1/sum 2)	Know to encourage others to work to their personal bests.	Can share ideas with others and work together to decide the best approach to a task.
Can share equipment with others.	Can talk to partners about their ideas, take turns and listen to others. (Spring 1 and summer 2) (Autumn 2)	Can work with others to achieve a share goal.(Spring dodgeball)	Can lead others and show consideration of including everyone within a group.
Can share ideas with others.	Can work with a partner to play games and solve challenges. (spring 2)	Can work with others to manage games.	Can communicate with others clearly and effectively.
Can try again if they do not succeeded.	Can show determination to keep working over longer periods of time. (spring 1) (summer 2)	Can persever when finding a challenge difficult.	Can understand what maximum effort looks like, feels like and how to achieve it.
Can practice some skills independently.	Can show determination to complete tasks and challenges. (spring 1) (summer 1) (summer 2)	Can understand rules and show an awareness of honesty and fairness.	Can compete within rules, showing fair play and honesty.
Can show confidence to try new task and challenges.	Can show confidence to share ideas and contribute to class discussions. Can perform in front of the class.(Spring 2 and summer 1) (Autumn 2)	Can show awareness of other peoples feelings.	Knows that confidence and pushing yourself outside your confidence is good to achieve new goals.
Can say something they are proud of achieving.		Can make quicker decisions when selecting and applying skills to a situation.	Can reflect and evaluate their performances, as a group and individually.
Can say something they like about someone else's performance.	Can make decisions when presented with simple challenges. (spring 1)	Can provide feedback to others using key terminology.	Can select and apply appropriate skills when under pressure.

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	Can provide simple feedback to others. (Spring 2) (Autumn 2) (summer 1)		
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