



## PE Progression Table 2020

	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
End of Key Stage N/C expectations	<p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively.</p> <p>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p>		<p>Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p> <p>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 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</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>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>Copy, explore and remember basic movements and body patterns.</p> <p>Link movements to sounds and music.</p>	<p>Copy and explore basic movements with clear control.</p> <p>Vary levels and speed in sequence and the size of body shapes.</p>	<p>Begin to improvise both independently and with a partner to create a simple dance.</p> <p>Translate ideas from stimuli into movement with support.</p>	<p>Confidently improvise with a partner or independently.</p> <p>Begin to create longer dance sequences in a larger group.</p>	<p>Begin to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrate strong movements throughout a dance sequence.</p>	<p>Exaggerate dance movements and motifs with an awareness of the whole body (using expression when moving).</p> <p>Perform with confidence, using a range of movement patterns.</p>

**Dance**

Respond to a range of stimuli.	Add change of direction to a sequence.	Begin to compare and adapt movements and motifs to create a longer sequence.	Demonstrate precision and some control in response to stimuli	Combine flexibility, techniques and movements to create a fluent sequence.	Demonstrate a strong imagination when creating own dance sequences and motifs.
	Use and negotiate space clearly.	Use simple dance vocabulary to compare and improve work.	Begin to vary dynamics and develop actions and motifs.	Move appropriately and with the required style in relation to the stimulus.	Demonstrate strong movements throughout a dance sequence.
	Respond imaginatively to stimuli.		Demonstrate rhythm and spatial awareness	Begin to show a change of pace and timing in movements	Combine flexibility, techniques and movements to create a fluent sequence.
	Describe a short dance using appropriate vocabulary.		Modify parts of a sequence as a result of self-evaluation.	Use the space provided effectively	Move appropriately and with the required style in relation to the stimulus.
			Use simple dance vocabulary to compare and improve work.	Improvise with confidence, still demonstrating fluency across the sequence	Begin to show a change of pace and timing in movements and move accurately to the beat.
				Modify parts of a sequence as a result of self and peer evaluation.	Improvise with confidence, still demonstrating fluency across the sequence.
				Use more complex dance vocabulary to compare and improve work.	Dance with fluency, linking all movements and ensuring they flow.
					Demonstrate consistent precision when performing dance sequences.
					Modify parts of a sequence as a result of self and peer evaluation.
					Uses more complex dance vocabulary to compare and improve work.

<b>Gymnastics</b>	Copy and explore basic movements with some control and coordination.	Explore and create different pathways and patterns.	Work independently and with others to create a sequence.	Link skills with developing control, technique and coordination.	Select and combine skills, techniques and ideas.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
	Perform different body shapes.	Use equipment in a variety of ways to create a sequence	Copy, explore and remember a variety of movements and use these to create their own sequence.	Combine equipment with movement to create sequences.	Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.	Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction
	Perform at different levels.	Link movements together to create a sequence.	Describe own work using simple gymnastics vocabulary.	Understand composition by performing more complex sequences.	Link skills with control, technique, coordination and fluency.	Adapt sequences to include a partner or a small group
	Perform a 2 footed jump.		Begin to notice similarities and differences between sequences.	Develop strength, technique and flexibility throughout performances.	Understand composition by performing more complex sequences.	Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
	Use equipment safely.		Use turns whilst travelling in a variety of ways.	create sequences using various body shapes and equipment.	Use gymnastics vocabulary to describe how to improve and refine performances	Develop strength, technique and flexibility throughout performances
	Balance with some control.		Begin to show flexibility in movements.	Begin to use gymnastics vocabulary to describe how to improve and refine performances.	Comment on how skills and techniques are applied in their own and others' work.	Use more complex gymnastics vocabulary to describe how to improve and refine performances.
	Link 2-3 simple movements.		Begin to develop good technique when travelling, balancing, using equipment etc.			Analyse and comment on skills and techniques and how these are applied in their own and others' work.
	Travel in a variety of ways including running and jumping.	Confidently send the ball to others in a range of ways.	Understand tactics and composition by starting to vary how they respond.	Vary skills, actions and ideas and link these in ways that suit the games activity.	Vary skills, actions and ideas and link these in ways that suit the games activity.	Vary skills, actions and ideas and link these in ways that suit the games activity.

**Games**

Begin to perform a range of throws.	Begin to apply and combine a variety of skills (to a game situation).	Vary skills, actions and ideas and link these in ways that suit the games activity.	Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking	Show confidence in using ball skills in various ways, and can link these together.	Show confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking
Receive a ball with basic control.	Develop strong spatial awareness.	Begin to communicate with others during game situations.	Use skills with coordination, control and fluency.	Use skills with coordination, control and fluency.	Keep possession of balls during games situations
Begin to develop hand-eye coordination.	Begin to develop own games with peers.	Use skills with coordination and control.	Take part in competitive games with a strong understanding of tactics and composition.	Take part in competitive games with a strong understanding of tactics and composition.	Consistently use skills with coordination, control and fluency.
Participate in simple games.	Understand the importance of rules in games.	Develop own rules for new games.	Can create their own games using knowledge and skills.	Can create their own games using knowledge and skill	Take part in competitive games with a strong understanding of tactics and composition.
		Make imaginative pathways using equipment.	Work well in a group to develop various games.	Can make suggestions as to what resources can be used to differentiate a game	Can create their own games using knowledge and skills.
	Develop simple tactics and use them appropriately.	Work well in a group to develop various games.	Compare and comment on skills to support creation of new games.	Apply basic skills for attacking and defending.	Modify competitive games.
	Begin to develop an understanding of attacking/ defending.	Begin to understand how to compete with each other in a controlled manner.	Make suggestions as to what resources can be used to differentiate a game.	Use running, jumping, throwing and catching in isolation and combination.	Compare and comment on skills to support creation of new games.
		Begin to select resources independently to carry out different skills.	Apply basic skills for attacking and defending.		Can make suggestions as to what resources can be used to differentiate a game.
			Use running, jumping, throwing and catching in isolation and combination.		Apply knowledge of skills for attacking and defending.
					Use running, jumping, throwing and catching in isolation and in combination.

<b>Athletics</b>		Can run at different speeds.	Can change the speed and direction whilst running	Begin to run at speeds appropriate for the distance.	Begin to build a variety of running techniques.	Continue to build a variety of running techniques and use with confidence.	Uses a variety of running techniques with confidence.
		Can jump from a standing position.	Can jump from a standing position with accuracy.	Can perform a running jump with developing accuracy.	Can perform a running jump with consistent accuracy	Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)	Can confidently and consistently perform a running jump with more than one component. e.g. hop skip jump (triple jump)
		Perform a variety of throws with basic control.	Perform a variety of throws with control and coordination.	Perform a variety of throws using a selection of equipment.	Demonstrate accuracy in throwing and catching activities.	Demonstrate accuracy and developing technique in throwing and catching activities. Eg. Javelin	Demonstrate confidence, accuracy and secure technique in throwing and catching activities. Eg. Javelin
			Can use equipment safely	Can use equipment safely and with developing control.	Describe good athletic performance using correct vocabulary.	Describe good athletic performance using correct vocabulary.	Describe good athletic performance using correct vocabulary.
<b>Swimming</b>				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.	<b>Swimming repeated in yr 4 if not achieved in year 3.</b> 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.		
<b>Outdoor Adventurous Activities</b>	<b>Forest School</b>	<b>Forest School</b>	<b>Forest School</b>	Develop listening skills. Listen to instructions from a partner/ adult. Begin to think activities through and problem solve. Demonstrate a developing understanding of how to stay safe.	Use simple maps. Begin to think activities through and problem solve Choose and apply strategies to solve problems with support. Discuss and work with others in a group with support Demonstrate a developing understanding of how to stay safe.	Use and interpret simple maps. Think activities through and problem solve using general Discuss and work with others in a group Demonstrate an understanding of how to stay safe. Demonstrate an understanding of how to keep others safe	Use and interpret more complex Think activities through and problem solve using general Choose and apply strategies to solve problems Discuss and work effectively and efficiently with others in a group. Keeps themselves and others safe stay safe.

<b>Healthy Lifestyles</b>		<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body to an age appropriate scientific level. (see biology progression)</p> <p>Can explain the importance of exercise and a healthy lifestyle to an age appropriate scientific level. (see biology progression).</p> <p>Understand the need to warm up and cool down.</p>
---------------------------	--	---	---