

Balshaw Lane Primary School- P.E. Progression

Year	Reception	1	2
Key learning progression	<p><u>Fundamental Movement Skills</u></p> <p>To make a range of shapes on small body parts. To travel in a range of ways and negotiate space successfully To throw with increasing accuracy underarm. To overarm throw for distance. To perform a range of gymnastic rolls. To move freely and with confidence when rolling. To perform a range of gymnastic jumps. To balance on one leg. To balance on a range of small body parts. To climb with confidence under, over and through climbing equipment. To revise fundamental movement skills covered in the unit To travel in a variety of ways. To adjust speed and direction to avoid obstacles. To climb nursery, play climbing equipment To travel on hands and feet. To perform the basic skill of jumping To travel over, under and throw balance climbing equipment To catch with increasing accuracy To experiment with different ways of moving. To use increasing control over an object by touching, pushing, patting, throwing, or catching. To move with control and co-ordination To use a range of small and large equipment To roll a ball accurately. To climb up and down apparatus using alternate feet.</p>	<p><u>Fundamental Movement Skills</u></p> <p>To demonstrate catching and bouncing a ball with some accuracy To show and apply a simple tactic in a game To work in a small group cooperatively and to encourage each other To focus on applying a tactic in a game to outwit an opponent. To demonstrate an overarm throw with some accuracy in a game. To show a fast running technique. To demonstrate an underarm throw with some accuracy at different targets. To show a side gallop. To show two simple tactics in a game</p> <p><u>Gymnastics</u></p> <p>To demonstrate a travel and pencil roll To show a jump 2 feet to 2 feet with a straight shape To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll To show a jump 2 feet to 2 feet with a tuck shape. To jump 2 feet to 2 feet with a wide shape To apply the skills of travelling, rolling, jumping into a sequence with two different shapes using apparatus..</p> <p><u>Dance</u></p> <p>Explore a range of actions related to activities related to a topic To compose and perform a dance phrase showing the movements of a particular stimulus To select appropriate movements and body shapes to communicate ideas in relation to a topic. To explore body shapes and movements which communicate the different creatures found in a particular area. To remember, repeat and perform a short dance</p> <p><u>Athletics</u></p> <p>To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy. To demonstrate jumping as far as possible and landing safely with control. To show good posture when running fast. To demonstrate rolling a ball with some accuracy and control. To complete a running and jumping course</p>	<p><u>Fundamental Movement Skills</u></p> <p>To demonstrate bouncing a ball with some control while moving To demonstrate bouncing a ball and passing in a simple game. To demonstrate throwing a ball at a target with some accuracy. To demonstrate passing a ball with accuracy then move into a space. To use and show a simple tactic in a game</p> <p><u>Gymnastics</u></p> <p>To demonstrate jumping actions with different shapes in the air. To show travelling actions using hands and feet. To demonstrate balancing on large body parts. To show an egg roll, pencil and teddy bear roll. To create and demonstrate a sequence using rolling, jumping and travelling. To perform jumping and rolling actions. To create a sequence using rolling, jumping and travelling. To create a sequence using travelling, balancing rolling, and jumping.</p> <p><u>Dance</u></p> <p>To experiment with travelling dances, creating our own movements To learn a dance as a class, performing the movements correctly and in the right order. To learn and create ways of moving around obstacles. To develop stillness and balance skills. To demonstrate movement memory skills To demonstrate a range of movement qualities with the body To tell a story through movement using expression and dynamics To work well with a team to make shapes with your bodies To be supportive to a partner and make exciting travelling dances To use action words to create interesting movement ideas</p> <p><u>Athletics</u></p> <p>To throw as far as possible. To throw using a push and two handed throw for distance. To jump for distance with control. To throw using an underarm and overarm throw for distance and accuracy . To complete an obstacle course with speed and agility.</p> <p><u>Outdoor Adventurous Activities</u></p> <p>Able to take responsibility for self and others. Able to respect, trust and care for each other. Can remember objects on a trail. To cooperate and work together as a team. Can work with a partner to undertake an adventurous journey. Can work with others to complete a journey within the school grounds. Can work collaboratively to record answers. Can work with others to complete a journey within the school grounds and mark a control card correctly. Can make decisions about how to navigate safely, to a control site.</p> <p><u>Striking and Fielding</u></p> <p>To demonstrate an overarm throw for distance. To strike a ball with accuracy for distance. To play a simple striking and fielding game and use a simple tactic.</p>

Year	3	4	5	6
Key learning progression	<p><u>Gymnastics</u></p> <p>To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. To demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner. To create, adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts. To show different travelling and balancing actions using the apparatus. To use the apparatus to perform jumping and rolling actions. To demonstrate and evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.</p>	<p><u>Gymnastics</u></p> <p>To demonstrate travelling actions on feet and hands and feet. To show balances in front and back support positions. To demonstrate the dish and arch shape. To combine travelling, jumping and balancing actions. To demonstrate basic rolling actions. Plan and perform a simple sequence to include travel, rolling, balance and jumping. To demonstrate balance on one foot and arabesque. To create and demonstrate a gymnastics sequence of 6 actions. To teach a sequence to a partner and make simple assessments of quality of their performance. To show a sequence of six moves that meets Level 1 competition criteria.</p>	<p><u>Gymnastics</u></p> <p>To perform partner balances. To create a simple sequence of matched and mirrored partner balances. To perform a range of counter-balance actions with a partner To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success.</p>	<p><u>Gymnastics</u></p> <p>To perform shapes and balances with a partner. To create a simple sequence of matched and mirrored partner balances. To perform a range of counter-balance and counter tension actions using apparatus To know the difference between counter balance and counter tension. To create a gymnastic sequence with counter balances and counter tension with a partner and in a group To demonstrate paired and group counter balances in unison To evaluate and recognise their own success.</p>
	<p><u>Dance</u></p> <p>Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies. Pupils can articulate their ideas well. Pupils can suggest verbs (actions) and perform their own interpretation of these. They can teach a movement to others. Pupils can demonstrate unusual movement and can keep in time with others and the music. Pupils will perform a well-structured duet which expresses character and explores patterning and timing. Pupils perform all dances created in the scheme, in a well-organised structure using teamwork skills and character.</p>	<p><u>Dance</u></p> <p>Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies. Pupils can articulate their ideas well. Pupils can suggest verbs (actions) and perform their own interpretation of these. They can teach a movement to others. Pupils can demonstrate unusual movement and can keep in time with others and the music. Pupils will perform a well-structured duet which expresses character and explores patterning and timing. Pupils perform all dances created in the scheme, in a well-organised structure using teamwork skills and character.</p>	<p><u>Dance</u></p> <p>Pupils understand how to construct a dance and share their own creations to the class. Pupils create a group dance using a range of dynamics, accurately timed. Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. Pupils have created and performed two different dances from different stimulus (a duet and a group dance). Pupils will have made creative decisions on the performance structure and implemented these practically in their performance, working as a full team. Pupils will have performed all their creations in a sequence decided by them. Pupils will have new performance skills and increased confidence.</p>	<p><u>Dance</u></p> <p>Pupils understand how to construct a dance and share their own creations to the class. Pupils create a group dance using a range of dynamics, accurately timed. Pupils have a developed and well-rehearsed duet that demonstrates a range of choreographic techniques. Pupils have created and performed two different dances from different stimulus (a duet and a group dance). Pupils will have made creative decisions on the performance structure and implemented these practically in their performance, working as a full team. Pupils will have performed all their creations in a sequence decided by them. Pupils will have new performance skills and increased confidence.</p>
	<p><u>Athletics</u></p> <p>To throw using a pull action. To explore different running techniques. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). To throw using a push action. To throw for distance using a pull, push and sling throw. To pass a quoit/baton to a teammate in a relay. To perform a hop, step and jump. To perform a combination of 5 jumps.</p>	<p><u>Athletics</u></p> <p>To throw using a pull action. To explore different running techniques. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). To throw using a push action. To throw for distance using a pull, push and sling throw. To pass a quoit/baton to a teammate in a relay. To perform a hop, step and jump. To perform a combination of 5 jumps.</p>	<p><u>Athletics</u></p> <p>To perform running techniques for short and long distances. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To perform a pull and push throw. To take off and land one foot to two. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To take part in an athletics event including recording times and distances.</p>	<p><u>Athletics</u></p> <p>To perform running techniques for short and long distances. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To perform a pull and push throw. To take off and land one foot to two. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To take part in an athletics event including recording times and distances.</p>
	<p><u>Outdoor Adventurous Activities</u></p> <p>To demonstrate cooperating and working together as a team to complete challenges. To show encouragement and support to team members. To demonstrate concise instructions To explain how they worked as a team to solve challenges. To explain how they worked as a team to solve challenges.</p>	<p><u>Outdoor Adventurous Activities</u></p> <p>To demonstrate cooperating and working together as a team to complete challenges. To show encouragement and support to team members. To demonstrate concise instructions To explain how they worked as a team to solve challenges. To explain how they worked as a team to solve challenges.</p>	<p><u>Orienteering</u></p> <p>Can demonstrate how to keep a map set when moving. Can demonstrate how to “set or “orientate” a map when moving around a simple course. Can demonstrate how to get around a simple course using the 8 points of a compass.an plan an efficient route around a simple course. Can plan a route to a control. Can find the correct control marker using a map. Can find the correct control marker using a map during a score event. Can plan a route on which control markers to visit and how to get there. Can record answers accurately. Can navigate to control markers during a score event. Can make decisions about which control markers to visit in the time allowed.</p>	<p><u>Orienteering</u></p> <p>Can demonstrate how to keep a map set when moving. Can demonstrate how to “set or “orientate” a map when moving around a simple course. Can demonstrate how to get around a simple course using the 8 points of a compass.an plan an efficient route around a simple course. Can plan a route to a control. Can find the correct control marker using a map. Can find the correct control marker using a map during a score event. Can plan a route on which control markers to visit and how to get there. Can record answers accurately. Can navigate to control markers during a score event. Can make decisions about which control markers to visit in the time allowed.</p>
	<p><u>Striking and Fielding</u></p> <p>To demonstrate how to throw a ball underarm with some accuracy To catch a ball in a striking and fielding game To strike a ball from a tee or a drop feed. To catch a ball in striking and fielding game. To apply a simple tactic in a striking and fielding game. To demonstrate bowling a ball underarm with accuracy.</p>	<p><u>Striking and Fielding</u></p> <p>To demonstrate how to throw a ball underarm with some accuracy To catch a ball in a striking and fielding game To strike a ball from a tee or a drop feed. To catch a ball in striking and fielding game. To apply a simple tactic in a striking and fielding game. To demonstrate bowling a ball underarm with accuracy.</p>		
	<p><u>Invasion Games</u></p> <p>To demonstrate passing a ball using a handball pass.</p>	<p><u>Invasion Games</u></p> <p>To pass a ball accurately to a teammate using a one handed bounce pass. To move into space after using a one handed pass in a game. To demonstrate a simple tactic in a game.</p>		

	<p>To demonstrate passing a ball using a bounce pass.</p> <p>To move into space after using a pass in a game.</p> <p>To perform a one handed pass and a one handed bounce pass in an invasion game.</p> <p>To apply a feint when passing to outwit a defender.</p>	<p>To demonstrate passing a handball with some accuracy.</p> <p>To find space to receive a pass.</p> <p>To demonstrate one handed passing with some control</p> <p>To use tactics to outwit an opponent.</p> <p>To shoot a ball with accuracy.</p> <p>To evaluate what worked well in a team.</p>	<p><u>Striking and Fielding</u></p> <p>To demonstrate bowling underarm with accuracy.</p> <p>To catch a ball when fielding.</p> <p>To strike a ball with a bat.</p> <p>To throw a ball overarm when fielding.</p> <p>To demonstrate a bowl underarm with accuracy.</p> <p>To strike a ball with a bat off a tee.</p> <p>To demonstrate an overarm throw when fielding a ball.</p> <p>To explain where to strike a ball in a game.</p> <p>To demonstrate bowling with accuracy in a game.</p> <p>To strike a ball with a bat.</p> <p>To use tactics in a rounders type game.</p>	<p><u>Striking and Fielding</u></p> <p>To demonstrate bowling underarm with accuracy.</p> <p>To catch a ball when fielding.</p> <p>To strike a ball with a bat.</p> <p>To throw a ball overarm when fielding.</p> <p>To demonstrate a bowl underarm with accuracy.</p> <p>To strike a ball with a bat off a tee.</p> <p>To demonstrate an overarm throw when fielding a ball.</p> <p>To explain where to strike a ball in a game.</p> <p>To demonstrate bowling with accuracy in a game.</p> <p>To strike a ball with a bat.</p> <p>To use tactics in a rounders type game.</p> <p>To demonstrate a forehand and backhand shot with some consistency.</p>
		<p><u>Swimming</u></p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations</p>	<p><u>Invasion Games</u></p> <p>To show passing a ball to a teammate using a hockey stick.</p> <p>To demonstrate dribbling, passing and shooting a ball using a hockey stick.</p> <p>To demonstrate shooting a ball at a goal.</p> <p>To select attacking tactics when playing a hockey type game.</p> <p>To apply simple attacking and defending tactics when playing a hockey type game.</p> <p>To apply simple tactics when playing a rugby-type game.</p> <p>To play a role in a competitive modified game</p> <p>To select attacking tactics when playing a game</p>	<p><u>Invasion Games</u></p> <p>To show passing a ball to a teammate using a hockey stick.</p> <p>To demonstrate dribbling, passing and shooting a ball using a hockey stick.</p> <p>To demonstrate shooting a ball at a goal.</p> <p>To select attacking tactics when playing a hockey type game.</p> <p>To apply simple attacking and defending tactics when playing a hockey type game.</p> <p>To play a role in a competitive modified game</p> <p>To select attacking tactics when playing a game</p>