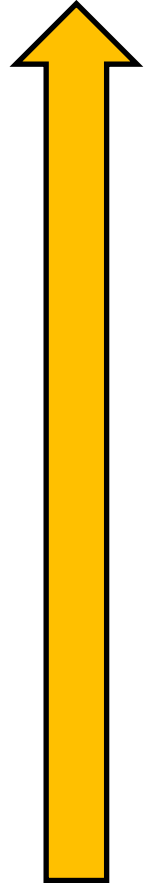


# Progressions: Balance

- Children can maintain balance when performing a task on one leg (this applies when static or when moving) (Develop through setting challenges where children must perform tasks on one leg. I.e – Throw and catch bean bag with alternate hands on one leg – Individual or as pairs)
- Children can maintain their balance whilst standing on one foot (Set time challenges, use apparatus to focus children. Encourage the children to look at something that is level with their eyes – ears govern our balance! Some children will initially find it easier balancing with a bend in their knee, allowing the Quadriceps to contract slightly and control their body)
- Children maintain their balance whilst standing in a stationary position and performing a task (2 feet) (Develop by asking children to balance a bean bag on their shoulder>back of hand>head>on head whilst holding arms out and touching nose with one hand)
- Children maintain balance when standing in a stationary position on the floor (2 feet) (Develop this skill through activities involving a 'freeze' OR ask children to balance objects on particular parts of their body. I.e - Bean Bag/Cone)



As children develop their balance, ask them to hold their limbs further away from their core!




Increase in  
Complexity  
of Skill



# Progressions: Catching



- 
- Standing — Using two **bean bags!**
  - Standing — Practice catching with a **medium sized ball**
  - Resting on knee's — Practice catching with a **medium sized ball**
  - Sitting — practice catching with a **medium sized ball**
  - Standing — Practice catching with a **bean bag**
  - Resting on knee's — Practice catching with a **bean bag**
  - Sitting — practice catching with a **bean bag** (doesn't roll away!)

Individual

- Standing — Using two **bean bags!**
- Standing — Practice catching with a **medium sized ball**
- Resting on knee's — Practice catching with a **medium sized ball**
- Sitting — practice catching with a **medium sized ball**
- Standing — Practice catching with a **bean bag**
- Resting on knee's — Practice catching with a **bean bag**
- Sitting — practice catching with a **bean bag** (doesn't roll away!)

In Pairs

- Large group working in a set space, one child acts as the DEF, the rest keep **ball** away from DEF
- Standing in a circle, no adult in the middle, practice catching with a **medium sized ball**
- In a circle, no adult in middle, practice catching a **bean bag**
- Standing in a circle, adult in the middle, practice catching with a **medium sized ball**
- Standing in a circle, adult in the middle, practice catching with a **bean bag**

In a Small Group

Increase in  
Complexity  
of Skill





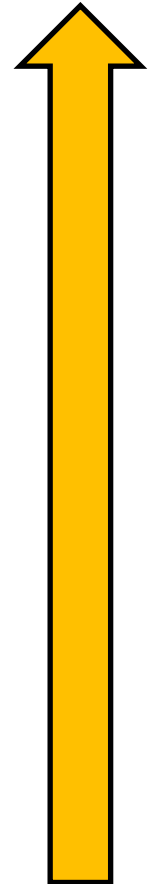
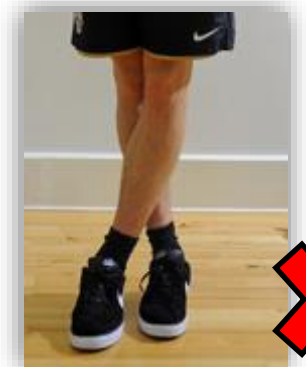
# Progressions: Running & Stopping



- Children maintain balance when moving fast in all directions & changing directions. Children react to variables and maintain balance whilst moving in a range of directions and stopping with competency (**Development would now begin to integrate other factors such as another FMS – Kicking, Catching, Throwing, Jumping etc**)
- Children maintain their balance when changing direction in a regimented fashion, show an understanding that not crossing legs when changing direction helps them to maintain balance (**Development would then focus on activities/games requiring children dodging, chasing, avoiding moving objects/people**)
- Children maintain their balance when moving forwards, show an understanding that bending at the knee helps them to stop quickly. Struggle to maintain balance when changing direction in a regimented fashion (I.e Running in & out of cone slaloms)
- Children show a clear in-balance when moving forwards at any pace faster than walking. Need to numerous steps when coming to a stop (**Development would focus on lots of activities/games requiring straight line running**)



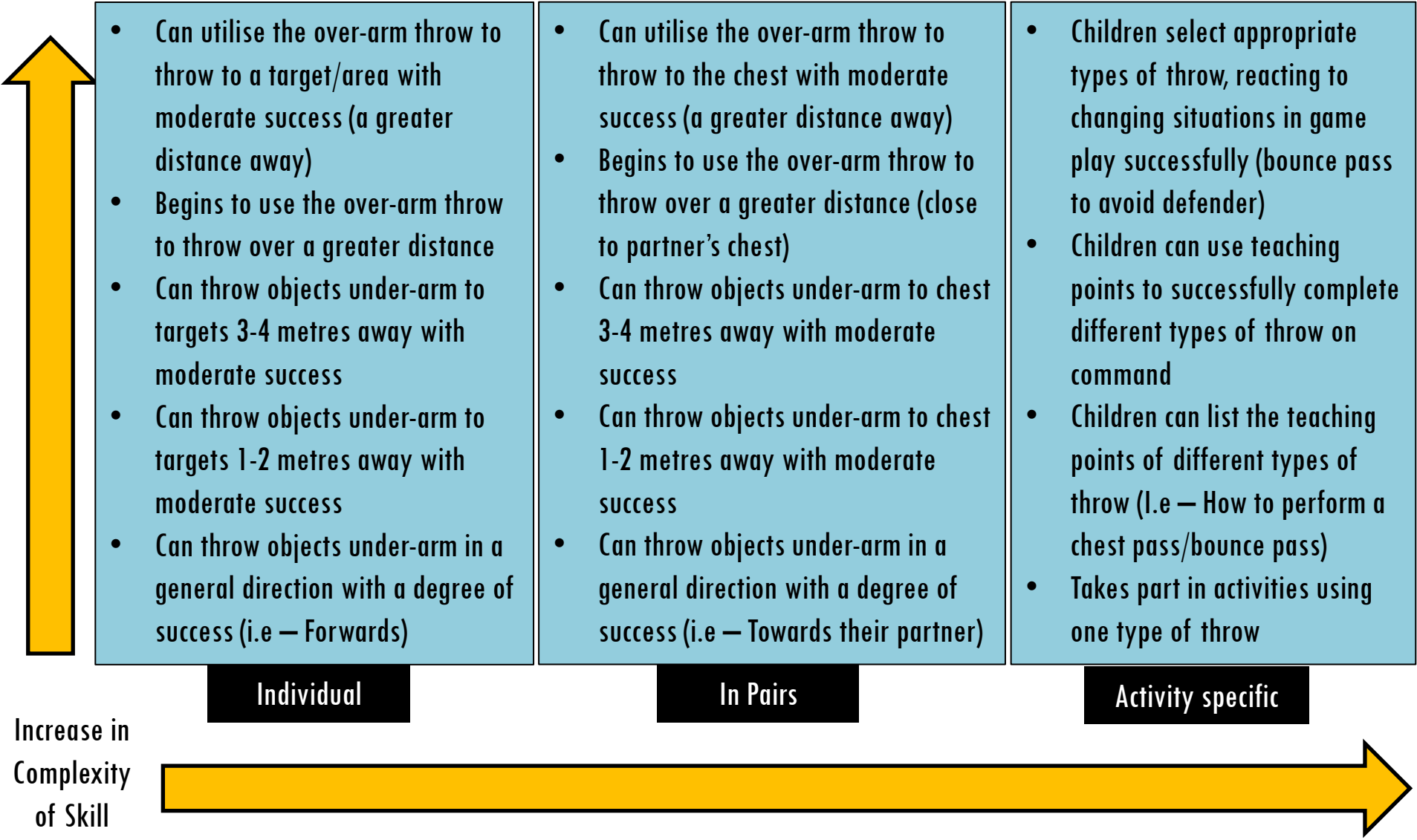
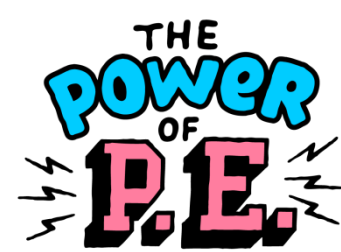
When changing direction  
DON'T cross your feet!



Increase in  
Complexity  
of Skill



# Progressions: Throwing





# The Power of P.E!

## P.E Outcomes for Year 1



1. Throw and catch displaying a degree of competency, in isolation and in varied environments
2. Demonstrate changes of direction, level & speed
3. Show an awareness of how the body functions/changes during exercise
4. Repeat and Perform sequences of movements
5. Displays development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)
6. Uses FUNdamentals of movement to achieve success in competitive environments, individually and as a team
7. Show competence in one stroke when swimming
8. With guidance participate displaying respect, fair play and working well with others



# The Power of P.E

## P.E Outcomes for Year 2



1. Throw and catch displaying competency, in isolation and in varied environments
2. Demonstrate changes of direction, speed & level during performances or in competitive environments
3. Show an awareness of how the body changes/functions during exercise
4. Perform and repeat sequences of movements
5. Competent in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)
6. Use FUNdamentals of movement to employ simple tactics in varied environments
7. Swim 25m unaided, proficient in a stroke
8. With guidance participate displaying respect, fair play and working well with others



# The Power of P.E

## P.E Outcomes for Year 3



1. Throw and catch displaying with accuracy, in isolation and varied environments
2. Demonstrate changes of direction, speed & level in competitive environments or during performances
3. Demonstrates a clear understanding of how the body changes/functions during exercise
4. Moves in a fluent and expressive manner
5. Plan, perform and repeat sequences of movements in a group
6. Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)
7. Use FUNdamentals of movement to employ simple tactics in competitive environments
8. Swim 25m unaided
9. Displays an understanding of fair play, respect and working well with others



# The Power of P.E

## P.E Outcomes for Year 4



1. Utilise changes of direction, speed & level during performances/competition to succeed
2. Select and utilise appropriate tactics and techniques to cause problems for opponents
3. Demonstrates a developed understanding of how the body changes/functions during exercise
4. Create movements that convey a clear stimulus, refining these movements into sequences
5. Displays an understanding of fair play, working well with others and leading a small group
6. Plan, perform & repeat sequences of movements, experimenting with ways of travelling and complex movements
7. Swim 25-50m unaided, demonstrates proficiency in a range of strokes at the surface and below.
8. Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)
9. Change running styles according to distance, with the intention of beating personal best's





# The Power of P.E

## P.E Outcomes for Year 5



1. Uses knowledge of the relationship between the body and exercise to improve various fitness components
2. Compose creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely
3. Create complex and well executed sequences containing a variety of gymnastic components
4. Display an understanding of fair play, working well with others and leading a medium sized group
5. Field, defend and attack tactically by anticipating the direction of play.
6. Utilise new skills in competitive situations, as an individual or part of a team
7. Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run
8. Swim 50m fluently with controlled strokes (breast stroke, front and back.)



# The Power of P.E

## P.E Outcomes for Year 6



1. Uses knowledge of the relationship between the body and exercise to improve all fitness components
2. Compose and perform creative and imaginative dance sequences with a clear stimulus, performing expressively and precisely
3. Create complex, demanding and well executed sequences containing a variety of gymnastic components
4. Display an understanding of fair play, working well with others and leading a large group
5. Field, defend and attack tactically by anticipating and reacting to the direction of play.
6. Utilise new skills in competitive situations, as an individual or part of a team
7. Utilise knowledge of technique to perform at an optimum level in different types of throw, jumps and runs (sprints, middle distance and hurdles)
8. Swim 100m fluently with controlled strokes (breast stroke, front and back.)