**Progression in P.E.**  **St Augustine’s RC Primary School**

 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | EYFS | KS1 | LKS2 | UKS2 |
| Fundamentals of Movement (Fitness and Athletics)  | * Negotiate space safely with consideration for themselves and others.
* Confident to try new challenges.
* Use movement skills with developing balance and coordination.
* Follow instructions involving several actions.
* Play cooperatively, take turns and congratulate others.
* Play games honestly with consideration of the rules.
* Show an understanding of feelings and can regulate behaviour.
 | Year 1* Attempt to run at different speeds showing an awareness of technique.
* Begin to link running and jumping movements with some control.
* Jump, leap and hop and choosing which allows them to jump the furthest.
* Throw towards a target.
* Show some control and balance when travelling at different speeds.
* Begin to show balance and co-ordination when changing direction.
* Use co-ordination with and without equipment.

Year 2* Show balance and coordination when running at different speeds.
* Link running and jumping movements with some control and balance.
* Show hopping and jumping movements with some balance and control.
* Change technique to throw for distance.
* Show control and balance when travelling at different speeds.
* Demonstrates balance and co-ordination when changing direction.
* Perform actions with increased control when co-ordinating their body with and without equipment.
 | Year 3* Show balance, coordination and technique when running at different speeds, stopping with control.
* Link running, hopping and jumping actions using different take offs and landing.
* Jump for distance and height with an awareness of technique.
* Throw a variety of objects, changing action for accuracy and distance.
* Demonstrate balance when performing other fundamental skills.
* Show balance when changing direction in combination with other skills.
* Can co-ordinate their bodies with increased consistency in a variety of activities.

Year 4* Demonstrate how and when to speed up and slow down when running.
* Link hopping and jumping actions with some control.
* Jump for distance and height showing balance and control.
* Throw with some accuracy and power towards a target.
* Demonstrate good balance performing other fundamental skills.
* Show balance when changing direction at speed in combination with other skills.
* Begin to co-ordinate their body at speed in response to a task.

  | Year 5* Run at the appropriate speed over longer distances or for longer periods of time.
* Show control at take-off and landing in more complex jumping activities.
* Perform a range of more complex jumps showing some technique.
* Show accuracy and power when throwing for distance.
* Demonstrate good balance and control when performing other fundamental skills.
* Demonstrate improved body posture and speed when changing direction.
* Can co-ordinate a range of body parts at increased speed

Year 6* Demonstrate a controlled running technique, using the appropriate speed over longer distances or for longer periods of time.
* Link running, jumping and hopping actions with greater control and co-ordination.
* Perform jumps for height and distance using good technique.
* Show accuracy and good throwing technique when throwing for distance.
* Show fluency and control when travelling, landing, stopping and changing direction.
* Change direction with a fluent action and can transition smoothly between varying speeds.
* Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge

  |
| Dance | * Negotiate space safely.
* Confident to try new challenges and perform in front of others.
* Use movement skills with developing strength, balance and coordination showing increasingly control and grace.
 | Year 1 * Copy, remember and repeat actions.
* Use changes of direction, speed and levels with guidance.
* Show some sense of dynamic and expressive qualities.
* Begin to use counts.
* Choose actions for an idea .

Year 2* Copy, remember and repeat a series of actions.
* Select from a wider range of actions in relation to a stimulus.
* Use pathways, levels, shapes, directions, speeds and timings with guidance.
* Use mirroring and unison when completing actions with a partner.
* Show a character through actions, dynamics and expression.
* Use counts with help to stay in time with the music.

  | Year 3 * Copy, remember and perform a dance phrase.
* Create short dance phrases that communicate an idea.
* Use canon, unison and formation to represent an idea.
* Match dynamic and expressive qualities to a range of ideas.
* Use counts to keep in time with a partner and group.

Year 4* Copy, remember and adapt choreography.
* Choreograph considering structure individually, with a partner and in a group.
* Use action and reaction to represent ideas.
* Change dynamics to express changes in character or narrative.
* Use counts when choreographing short phrases.

  | Year 5* Accurately copy and repeat set choreography in different styles of dance, showing a good sense of timing.
* Choreograph phrases individually and with others, considering actions, dynamics, space and relationships in response to stimulus.
* Confidently perform choosing appropriate dynamics to represent an idea .
* Use counts accurately when choreographing to perform in time with others and the music

Year 6* Perform dances confidently and fluently with accuracy and good timing.
* Work creatively and imaginatively, individually, with a partner and in a group, to choreograph longer phrases and structured dance, considering actions, space, relationship and dynamics in relation to a theme.
* Improvise and combine dynamics, demonstrating an awareness of the impact on performance.
* Use counts when choreographing and performing to improve the quality of work.
 |
| Body Management (Gymnastics)  | * Negotiate space safely with consideration for self and others.
* Confidently and safely use a range of large and small apparatus.
* Combine movements, selecting actions in response to the task and apparatus.
* Use movement skills with developing strength, balance and coordination showing increasing control and grace.
* Follow instructions involving several ideas or actions.
* Work cooperatively with others and take turns.
* Confident to try new challenges.
 | Year 1 * Perform balances making their body tense, stretched and curled.
* Take body weight on hands for short periods of time.
* Demonstrate poses and movements that challenge their flexibility.
* Remember, repeat and link simple actions together

 Year 2* Perform balances on different body parts with some control and balance.
* Take body weight on different parts, with and without apparatus .
* Show increased awareness of extension and flexibility in actions.
* Copy, remember, repeat and plan linking simple actions with some control and technique.
 | Year 3* Complete balances with increasing stability, control and technique.
* Demonstrate some strength and control when taking weight on different body parts for longer periods of time.
* Demonstrate increased flexibility and extension in their actions.
* Choose actions that flow well into one another both on and off apparatus.

Year 4* Use body tension to perform balances both individually and with a partner.
* Demonstrate increasing strength, control and technique when taking own and others weight.
* Demonstrate increased flexibility and extension in more challenging actions.
* Plan and perform sequences showing control and technique with and without a partner.

   | Year 5* Show increasing control and balance when moving from one balance to another.
* Use strength to improve the quality of an action and the range of actions available.
* Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.
* Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

Year 6* Combine and perform more complex balances with control, technique and fluency.
* Demonstrate more complex actions with a good level of strength and technique.
* Confidently transition from one action to another, showing appropriate control and extension for the complexity of the action.
* Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
 |
| Games (ball skills, sending and receiving, invasion, target, net & wall, striking & fielding) | * Negotiate space safely with consideration for self and others.
* Follow instructions involving several ideas or actions.
* Play cooperatively, take turns and encourage others.
* Use ball skills with developing competence and accuracy.
* Use movement skills with developing balance and coordination.
* Play games honestly with consideration of the rules.
* Show an understanding of my feelings and can regulate my behaviour.
 | Year 1* Drop and catch a ball after one bounce on the move.
* Moving a ball using different parts of the foot.
* Throw and roll towards a target with some varying techniques.
* Kick towards a stationary target.
* Catch a beanbag and a medium-sized ball.
* Attempt to track balls and other equipment sent to them.
* Strike a stationary ball using a racket.
* Run, stop and change direction with some balance and control.
* Recognise space in relation to others.
* Begin to use simple tactics with guidance.

Year 2* Dribble a ball with two hands on the move.
* Dribble a ball with some success, stopping it when required.
* Throw and roll towards a target using varying techniques with some success.
* Show balance when kicking towards a target.
* Catch an object passed to them, with and without a bounce.
* Move to track a ball and stop it using feet with limited success.
* Strike a ball using a racket.
* Run, stop and change direction with balance and control.
* Move to space to help score goals or limit others scoring.
* Using simple tactics.

  | Year 3* Dribble the ball with one hand with some control in game situations.
* Dribble a ball with feet with some control in game situations.
* Use a variety of throwing techniques in game situations.
* Kick towards a partner in game situations.
* Catch a ball passed to them using one and two hands with some success.
* Receive a ball sent to them using different parts of the foot.
* Strike a ball with varying techniques.
* Change direction with increasing speed in game situations.
* Use space with some success in game situations.
* Use simple tactics individually and within a team.

Year 4* Link dribbling the ball with other actions with increasing control.
* Change direction when dribbling with feet with some control in game situations.
* Use a variety of throwing techniques with increasing success in game situations.
* Kick with increasing success in game situations.
* Catch a ball passed to them using one and two hands with increasing success.
* Receive a ball using different parts of the foot under pressure.
* Strike a ball using various techniques with increasing accuracy.
* Change direction to lose an opponent with some success.
* Create and use space with some success in game situations.
* Use simple tactics to help their team score or gain possession

  | Year 5* Use dribbling to change the direction of play with some control under pressure.
* Dribble with feet with some control under increasing pressure.
* Use a variety of throwing techniques with some control under increasing pressure.
* Use a variety of kicking techniques with some control under increasing pressure .
* Catch and intercept a ball using one and two hands with some success in game situations.
* Receive a ball using different parts of the foot under pressure with increasing control.
* Strike a ball using a wider range of skills. Apply these with some success under pressure.
* Use a variety of techniques to change direction and lose an opponent.
* Create and use space for self and others with some success.
* Understand the need for tactics and can identify when to use them in different situations.

Year 6* Use dribbling to change the direction of play with control under pressure.
* Use a variety of dribbling techniques to maintain possession under pressure.
* Use a variety of throwing techniques including fake passed to outwit an opponent.
* Select and apply the appropriate kicking technique with control.
* Catch and intercept a ball, using one and two hands with increasing success in game situations.
* Receive a ball with consideration to the next move.
* Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
* Confidently change direction to successfully outwit an opponent.
* Effectively create and use space for self and others to outwit an opponent.
* Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

  |
|  OAA (Team Building and OAA) | * Follow instructions involving several ideas or actions.
* Play cooperatively, take turns and encourage others.
* Work cooperatively with others and take turns.
* Confident to try new challenges.
 | Year 1* Follow Instructions.
* Begin to work with a partner and a small group.
* Understand the rules of the game and suggest simple ideas to solve simple tasks.
* Copy a simple diagram/map.
* Identify own and others' success

Year 2* Follow instructions accurately.
* Work co-operatively with a partner and a small group, taking turns and listening to each other.
* Try different ideas to solve a task.
* Follow and create a simple diagram/map.
* Understand when a challenge is solved successfully and begin to suggest simple ways to improve.

  | Year 3* Follow instructions from a peer and give simple instructions.
* Work collaboratively with a partner and a small group, listening to and accepting others' ideas.
* Plan and attempt to apply strategies to solve problems.
* Orientate and follow a diagram/map.
* Reflect on when and why challenges are solved successfully and user others' success to help them to improve.

Year 4* Accurately follow instructions given by a peer and give clear and usable instructions.
* Confidently communicate ideas and listen to others before deciding on the best approach.
* Plan and apply strategies to solve problems.
* Identify key symbols on a map and use a key to help navigate around a grid.
* Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

   | Year 5* Use clear communication when working in a group and taking on different roles.
* Begin to lead others, providing clear instructions.
* Plan and apply strategies with others to more complex challenges.
* Orientate a map confidently, using it to navigate around a course.
* Explain why a particular strategy worked and alter methods to improve.

Year 6* Communicate with others clearly and effectively when under pressure.
* Confident to lead others and show consideration of including all within a group.
* Use critical thinking skills to form ideas and strategies, selecting and applying the best method to solve a problem.
* Confidently and efficiently, orientate a map, identifying key features to navigate around a course.
* Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

   |