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

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|  | 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. |