



Athletics			
	Running	Jumping	Throwing
EYFS	<ul style="list-style-type: none"> Experiment with running, jumping, hopping and stopping Change dynamics – walk slowly/quickly Experience practicing actions to improve Move with control and co-ordination Combine basic actions with more advanced spatial awareness 	<ul style="list-style-type: none"> Explore the 5 basic jumps with increasing control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Jump over low barriers Challenge themselves to jump further/higher 	<ul style="list-style-type: none"> Apply restrictions e.g. throwing into a specific target Handle equipment safely Perform basic actions using equipment e.g. rolling, underarm
Year 1	<ul style="list-style-type: none"> Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running With support and modelling, explain what is successful or how to improve 	<ul style="list-style-type: none"> Perform the 5 basic jumps with some control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform simple combinations of the above Show control at take-off and landing on feet, flat on the floor Describe different ways of jumping With support and modelling, explain what is successful or how to improve 	<ul style="list-style-type: none"> Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing With support and modelling, explain what is successful or how to improve
Year 2	<ul style="list-style-type: none"> Run for over 1 minute Show clear differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running and the effects these have on the body Explain what is successful or how to improve 	<ul style="list-style-type: none"> Perform the 5 basic jumps with control (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform more complex combinations of the above Show control at take-off and landing with head raised, legs together and landing softly on 2 feet. Describe different ways of jumping Explain what is successful or how to improve 	<ul style="list-style-type: none"> Throw into targets, further away, decrease the size of targets, change the equipment to challenge Perform a range of throwing actions e.g. rolling, underarm, overarm with accuracy to the intended target Describe different ways of throwing Explain what is successful or how to improve



Progression in PE

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Year 3	<ul style="list-style-type: none"> • Run smoothly at different speeds • Choose different styles of running over different distances • Pace and sustain their effort over longer distances • Watch and describe specific aspects of running e.g. what arms and legs are doing • Carry out stretching and warm-up safely with a partner • With guidance, set realistic targets of times to achieve over a short and longer distance- use the Daily Mile 	<ul style="list-style-type: none"> • Perform combinations of jumps e.g. hop, step, jump showing control and consistency • Choose different styles of jumping • Watch and describe specific aspects of jumping e.g. what arms and legs are doing • With guidance, set realistic targets when jumping for distance for or height 	<ul style="list-style-type: none"> • Explore different styles of throwing with a variety of equipment e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with control • Hit a target with a range of implements • Watch and describe specific aspects of throwing e.g. what arms and legs are doing • With guidance, set realistic targets when throwing over an increasing distance and explore how some implements will travel further than others
Year 4	<ul style="list-style-type: none"> • Recognise and record how the body works in different types of challenges over different distances • Pace and sustain their effort over longer distances • Watch and describe specific aspects of running e.g. what arms and legs are doing, monitor heart rate etc • Carry out stretching and warm-up safely for a group and explain your choices of warm up (link the stretches to the muscles/body parts you will use be using in the session) • Set realistic targets of times to achieve over a short and longer distance and record these- use the Daily Mile 	<ul style="list-style-type: none"> • Perform combinations of jumps e.g. hop, step, jump showing control and consistency • Choose different styles of jumping (long, triple, wall jump- reaching a target set on the wall) • Watch and describe specific aspects of jumping e.g. what arms and legs are doing, comment on a partner's performance and give tips to improve their technique • Set realistic targets when jumping for distance for or height, review these targets 	<ul style="list-style-type: none"> • Explore different styles of throwing with a variety of equipment e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with greater control • Consistently hit a target with a range of implements, consider size and weight of implements • Watch and describe specific aspects of throwing e.g. what arms and legs are doing, comment on a partner's performance and give tips to improve their technique • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others
Year 5	<ul style="list-style-type: none"> • Sustain pace over longer distance – 2 minutes • Begin to make relay change-overs • Set realistic targets for self, of times to achieve over a short and longer distance 	<ul style="list-style-type: none"> • Demonstrate a range of jumps showing power and control and consistency at both take-off and landing • Set realistic targets for self, when jumping for distance or height 	<ul style="list-style-type: none"> • Throw with accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus



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	<ul style="list-style-type: none"> • Begin to identify the main strengths of a performance of self and others • Begin to identify parts of the performance that need to be improved • Perform a range of warm-up exercises specific to running for short and longer distances • Explain how warming up affects performance • Explain why athletics can help stamina and strength 		<ul style="list-style-type: none"> • Beginning to lead within a lesson: Organise small groups to SAFELY take turns when throwing and retrieving implements • Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others
<p>Year 6</p>	<ul style="list-style-type: none"> • Sustain pace over longer distance – 2-3 minutes • Relay change-overs are effective • Set realistic targets for self, of times to achieve over a short and longer distance • Identify the main strengths of a performance of self and others • Identify parts of the performance that need to be improved • Perform a range of warm-up exercises specific to running for short and longer distances • Explain how warming up affects performance • Explain why athletics can help stamina and strength 	<ul style="list-style-type: none"> • Master a range of jumps showing power, control and consistency at both take-off and landing • Set realistic targets for self, when jumping for distance or height and improving on these targets over time. 	<ul style="list-style-type: none"> • Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • Lead: Organise small groups to SAFELY take turns when throwing and retrieving implements • Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others



Dance			
	Compose	Perform	Appreciate
EYFS	<ul style="list-style-type: none"> Spontaneously respond to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Explore and develop control of movement using: <p>Actions (WHAT) – walk, jump, land, hop, skip, stretch, twist, turn</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) – copy teacher/performer, on own and beginning to interact with a partner</p> <p>Dynamics (HOW) – slowly, quickly, smoothly, jerkily</p> <ul style="list-style-type: none"> Begin to use own ideas to sequence dance Begin to sequence and remember a short dance 	<ul style="list-style-type: none"> Show interest by observing or participating in dance activities Display high levels of involvement in exploring and performing dance movements Maintain attention and concentration when exploring and performing in dance activities Demonstrate a rhythmical response which shows increasing Co-ordination, strength and control Self initiate dance performance Express feelings through movement Copy and repeat dance actions 	<ul style="list-style-type: none"> Demonstrate an appropriate response to a stimuli Describe simple dance actions using the appropriate vocabulary Express and communicate feelings and preferences in own and others' dance
Year 1	<ul style="list-style-type: none"> Respond appropriately to a variety of stimuli through movement Move with appropriate actions and timing in response to a stimuli Develop control of movement using: <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p>	<ul style="list-style-type: none"> Move spontaneously showing some control and co-ordination Move with confidence when e.g. walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate balance, which comes from an increasing awareness, control and strength in the core when bending, stretching, twisting and turning Move in time with music 	<ul style="list-style-type: none"> Use imagination in simple dance activities Respond in a variety of ways through movement to a range of stimuli Respond to own work and that of others when exploring ideas, feelings and preferences Recognise that dance is an enjoyable activity



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	<p>Relationships (WHO) – on own and with a partner by teaching each other up to 2 movements to create a dance with 2-4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <ul style="list-style-type: none"> • Use own ideas to sequence dance • Sequence and remember a short dance • With support, show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo 	<ul style="list-style-type: none"> • Co-ordinate simple arm and leg actions e.g. march and clap • Interacts with a partner e.g. holding hands, and swapping places. 	<ul style="list-style-type: none"> • Recognise the changes in the body when dancing and how this can contribute to keeping healthy
<p>Year 2</p>	<ul style="list-style-type: none"> • Respond appropriately to a variety of stimuli through movement • Move with appropriate actions and timing in response to a stimuli • Develop good control of movement using: <p>Actions (WHAT) – travel- in a range of ways, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing a good awareness of others</p> <p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression</p> <ul style="list-style-type: none"> • Use own ideas to effectively sequence dance • Sequence and remember a short dance- perform to an audience with a clear beginning and end. • Show the spatial awareness to make the transition from whole group/solo dance to duet and back to whole group/solo 	<ul style="list-style-type: none"> • Move spontaneously showing control and co-ordination • Move with confidence when e.g. walking, hopping, jumping, landing showing an awareness of others • Move with rhythm and timing in the above actions • Demonstrate good balance, which comes from an increasing awareness, control and strength in the core when bending, stretching, twisting and turning • Move in time with music • Co-ordinate arm and leg actions e.g. march, clap and use movements which cross the mid line • Interacts with a partner effectively holding hands, swapping places, meeting and parting 	<ul style="list-style-type: none"> • Use imagination in dance activities • Respond in a variety of ways through movement to a range of stimuli • Respond and comment on their own work and that of others when exploring ideas, feelings and preferences • Recognise that dance is an enjoyable activity • Describe and begin to explain the changes in the body when dancing and how this can contribute to keeping healthy



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<p>Year 3</p>	<ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create dance phrases and dances Select appropriate movement material showing an idea/thought/feeling Develop movement using; <ul style="list-style-type: none"> Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction & levels Relationships (WHO); whole group/duo/solo, unison/canon Dynamics (HOW); explore speed, energy(e.g. heavy/light) Choreographic devices; motif, motif development & repetition Structure a dance phrase, connecting different ideas showing a beginning, middle and end <ul style="list-style-type: none"> Musicality 	<ul style="list-style-type: none"> Perform their dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Explore different dance actions – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy & continuity Explore the use of space – levels, directions, pathways & body shape in simple routines Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting Copy, repeat and remember movement, developing movement memory 	<ul style="list-style-type: none"> Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and others work Identify strengths and areas for improvement using simple dance vocabulary Evaluate experiences and outcomes and set goals for their own development <ul style="list-style-type: none"> Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content
<p>Year 4</p>	<ul style="list-style-type: none"> Respond to a variety of stimuli Explore and experiment with movement ideas and possibilities Create dance phrases and dances Select appropriate movement material showing an idea/thought/feeling Develop movement using; <ul style="list-style-type: none"> Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction & levels Relationships (WHO); whole group/duo/solo, unison/canon Dynamics (HOW); explore speed, energy(e.g. heavy/light) Choreographic devices; motif, motif development & repetition 	<ul style="list-style-type: none"> Perform their dance to an audience showing increasing confidence and skill Show good co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions with control – travel, turn, gesture, jump, & stillness Demonstrate dynamic qualities – speed, energy & continuity with body control Demonstrate good use of space – levels, directions, pathways & body shape in routines Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting 	<ul style="list-style-type: none"> Explore different dance styles and traditions and describe the differences Understand and use dance vocabulary Understand and explain why safety is important in the studio Compare and comment on their own and others work Identify strengths and areas for improvement using simple dance vocabulary Evaluate experiences and outcomes and set goals for their own development <ul style="list-style-type: none"> Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content



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	<ul style="list-style-type: none"> • Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end • Musicality- choose your own music and give reasons for choices 	<ul style="list-style-type: none"> • Copy, repeat and remember movement, developing movement memory of increasingly complex routines 	
<p>Year 5</p>	<ul style="list-style-type: none"> • Respond to a variety of stimuli • Explore and experiment with movement ideas and possibilities • Create longer and challenging dance phrases and dances • Select appropriate movement material to express ideas/thoughts/feelings • Develop movement using; <ul style="list-style-type: none"> Actions (WHAT); travel, turn, gesture, jump, & stillness Space (WHERE); formation, direction, level & pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy(e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) • Choose own music for performances 	<ul style="list-style-type: none"> • Perform their dance to an audience showing confidence and clarity of actions • Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) • Show focus, projection, sense of style and musicality (Expressive Skills) • Demonstrate a range of dance actions with control and expression – travel, turn, gesture, jump, & stillness • Demonstrate high quality dynamic qualities – speed, energy, continuity, rhythm • Demonstrate use of space – levels, directions, pathways, size & body shape • Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact <ul style="list-style-type: none"> • Copy, repeat and remember complex movement, developing movement memory 	<ul style="list-style-type: none"> • Show an awareness of different dance styles, traditions and aspects of their historical/social context • Understand and use dance vocabulary • Understand why safety is important in the studio • Compare and comment on their own and others work- use video as an evaluative tool • Identify strengths and areas for improvement using dance vocabulary • Evaluate experiences and outcomes and set goals for their own development • Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content <ul style="list-style-type: none"> • Begin to take on board feedback and deal positively with praise and criticism
<p>Year 6</p>	<ul style="list-style-type: none"> • Respond to a variety of stimuli • Explore and experiment with imaginative movement ideas and possibilities • Create longer and challenging dance phrases and dances • Select appropriate movement material to express ideas/thoughts/feelings • Develop movement using; 	<ul style="list-style-type: none"> • Perform their dance to an audience showing confidence and clarity of actions • Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) • Show focus, projection, sense of style and musicality (Expressive Skills) • Demonstrate a wide range of dance actions with control and expression – travel, turn, gesture, jump, & stillness 	<ul style="list-style-type: none"> • Explore different dance styles, traditions and aspects of their historical/social context • Understand and use dance vocabulary • Understand and explain why safety is important in the studio • Compare and comment on their own and others work- use video as an evaluative tool • Identify strengths and areas for improvement using dance vocabulary



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	<p>Actions (WHAT); travel, turn, gesture, jump, & stillness</p> <p>Space (WHERE); formation, direction, level & pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/contrast</p> <p>Dynamics (HOW) explore speed, energy(e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <ul style="list-style-type: none">• Choose own music to perform to and give reasons for choices	<ul style="list-style-type: none">• Demonstrate high quality dynamic qualities – speed, energy, continuity, rhythm• Demonstrate use of space – levels, directions, pathways, size & body shape• Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting, body part to body part and physical contact<ul style="list-style-type: none">• Copy, repeat and remember complex movement, developing movement memory	<ul style="list-style-type: none">• Evaluate experiences and outcomes and set goals for their own development• Discuss aesthetic qualities of dance, making judgements related to design, costume, stimuli and content<ul style="list-style-type: none">• Take on board feedback and deal positively with praise and criticism
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Games			
	Physical Skills	Thinking Skills	Team Skills
EYFS	<ul style="list-style-type: none"> • Play on their own and with others, keeping themselves safe by finding free space • Become a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with increasing control • Control balls of various sizes & shapes; carry and release into a target, roll, throw underarm into a target, bounce & catch on the spot and on the move, throw a ball in the air and catch, strike the ball with a foot, hit a ball with a bat into a target • Move into a space or jump to stop a ball • Begin to join actions together e.g. throw then move 	<ul style="list-style-type: none"> • Watch and copy others who are doing well • Choose the best equipment to enable them to play or move well • Make simple decisions of where and when to move to receive or defend a ball • Choose how to make it difficult for others to beat them • Understand that practise is needed in order to improve 	<ul style="list-style-type: none"> • Join in games with others • Take turns • Stay within boundaries of games • Understand that if they don't play fairly others won't enjoy the activity • Understand that joining in activities gives them a good feeling
Year 1	<ul style="list-style-type: none"> • Begin to play co-operatively and competitively with a partner/team of 3 • Begin to use space well e.g. move into a free space • Be a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with control • Control and make decisions when playing with balls of various sizes & shapes; roll & throw underarm/overarm to a partner, receive balls of various sizes and shapes from a partner, bounce & catch on the 	<ul style="list-style-type: none"> • Make up simple rules with others to make the game enjoyable and challenging • Understand simple tactics to outwit a partner/small team when attacking or defending i.e. selecting an appropriate pass, looking one way passing the other, keeping on the move to mark a goal/target, moving into the pathway of a ball to intercept • Change their intended action in response to their opponent • Understand that practise is needed to improve own skills 	<ul style="list-style-type: none"> • Include others in their games • Begin to recognise what they and others can do well • Understand and follow simple rules so that they and others enjoy an activity • Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose



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	<p>spot and on the move, strike & receive the ball with a foot & hit a ball with a bat when playing with a partner</p>		
<p>Year 2</p>	<ul style="list-style-type: none"> • Play co-operatively and competitively with a partner/team of 3 or 4 • Use space well e.g. move into a space or jump to stop catch or strike a ball • Be a competent mover - avoiding others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with control • Control and make decisions when playing with balls of various sizes & shapes; roll & throw underarm/overarm to a partner, receive balls of various sizes and shapes from a partner with increasing accuracy, bounce & catch on the spot and on the move, strike & receive the ball with a foot & hit a ball with a bat when playing with a partner 	<ul style="list-style-type: none"> • Adapt activities using their own ideas of how to make the game easier /harder/more enjoyable by using STEP i.e. changing the space/task/equipment/people • Make up rules with others to make the game enjoyable and challenging • Understand tactics to outwit a partner/small team when attacking or defending i.e. selecting an appropriate pass, looking one way passing the other, keeping on the move to mark a goal/target, moving into the pathway of a ball to intercept • Change their intended action in response to their opponent • Have the determination to practise to improve own skills 	<ul style="list-style-type: none"> • Include others in their games • Recognise what they and others can do well and comment on this • Keep to rules so that they and others enjoy an activity • Begin to recognise how they and others feel when they find activities easy/difficult, when they win/lose
<p>Year 3</p>	<ul style="list-style-type: none"> • Begin to keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot • Send and receive a ball with hands, feet, racquet and bat with increasing accuracy to a target, space or team mate • Use space well by finding and moving into a free space/passing to team mates when they are in a good space 	<ul style="list-style-type: none"> • with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack • understand own and others' strengths and weaknesses and have the confidence to practise to improve • understand how to take responsibility for their own and others' safety when playing games • with some support adapt and make up rules to suit the equipment/space/targets used 	<ul style="list-style-type: none"> • keep possession of the ball for short periods • be willing to try different positions in the team • agree on their own rules to suit the equipment • keep to the rules so that they and others enjoy and are challenged • show team spirit and encourage team mates to do well • accept winning and losing as part of games



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	<ul style="list-style-type: none"> • Begin to develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games • Have the confidence to try out new skills and recognise which skills they need to practise 		
Year 4	<ul style="list-style-type: none"> • Keep games going because they have the skill and control to do so e.g. throw and catch in different ways, choosing the right time to pass, selecting the best place to pass to a team mate or to outwit an opponent, join actions together like move, receive, shoot • Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate • Use space well by finding and moving into a free space/passing to team mates judging when they are in a good space • Develop a range of defence and attacking skills in invasion, net/wall, striking/fielding type games e.g. those described in core tasks and TOPs activities <u>to prepare them to play</u> mini versions of traditional NGB's mini versions as described in Upper Key Stage 2 • Have the confidence to try out new skills and recognise which skills they need to practise 	<ul style="list-style-type: none"> • with others, decide and try out different ideas/tactics to outwit an opponent in defence and attack • understand own and others' strengths and weaknesses and have the confidence to practise to improve • take responsibility for their own and others' safety when playing games • adapt and make up rules to suit the equipment/space/targets used 	<ul style="list-style-type: none"> • keep possession of the ball • select different positions in the team based on strengths of players • work with a group and agree on their own rules to suit the equipment • keep to the rules so that they and others enjoy and are challenged • show team spirit and encourage team mates to do well • graciously accept winning and losing as part of games
Year 5	<ul style="list-style-type: none"> • Pass, control, dribble and shoot with accuracy and fluency while on the move • Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate in traditional NGB's mini versions of invasion, net/wall, 	<ul style="list-style-type: none"> • understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team • make decisions in a game 	<ul style="list-style-type: none"> • understand and keep to the rules of the games described above to enable the game to flow and keep players safe • select different positions in the team based on strengths of players



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	<p>striking/fielding games e.g. Tag Rugby, High 5 Netball, Football, Basketball, Qwik Cricket, Mini Tennis, Rounders</p> <ul style="list-style-type: none"> • Demonstrate the confidence and competence to successfully take part in the range of games as described above • Demonstrate the perseverance to improve • 	<ul style="list-style-type: none"> • change tactics/roles as necessary for the success of the whole team • understand the transference of skills from one type of game to another and apply appropriately • reflect on own and others' performance to help improve personal and team skills and performance 	<ul style="list-style-type: none"> • challenge and encourage each other to perform to the best of their ability • understand the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games
<p>Year 6</p>	<ul style="list-style-type: none"> • Master the skills of passing, controlling, dribbling and shooting with accuracy and fluency while on the move in competitive game situations • Send and receive a ball with hands, feet, racquet and bat with accuracy to a target, space or team mate in traditional NGB's mini versions of invasion, net/wall, striking/fielding games e.g. Tag Rugby, High 5 Netball, Football, Basketball, Qwik Cricket, Mini Tennis, Rounders • Demonstrate the confidence and competence to successfully take part in the range of games as described above • Persevere to improve and comment on performance over time 	<ul style="list-style-type: none"> • understand own and others' strengths and weaknesses and how to choose the most competent person for a specific role within the team • make decisions quickly in a game • change tactics/roles as necessary for the success of the whole team • understand the transference of skills from one type of game to another and apply appropriately • reflect on own and others' performance to help improve personal and team skills and performance 	<ul style="list-style-type: none"> • understand and keep to the rules of the games described above to enable the game to flow and keep players safe • select different positions in the team based on strengths of players • challenge and encourage each other to perform to the best of their ability • take the role of captain to demonstrate leadership qualities • control the feelings experienced e.g. nervousness /excitement / disappointment to help themselves and others enjoy the games



Gymnastics					
	Sequencing	Balance	Travel	Jump	Roll
EYFS	<p><i>Together we are going to make a gymnastic story using our gymnastic friends. Try out some of the actions first.</i></p>	<p>Stand "like a gymnast": extend core, legs, hold extended arms above shoulder height in front, up high, out to side, and stress the extension of hands and fingers.</p> <p>Sit like a gymnast in "long sit": long body - extend core, head up, long legs - show extension and tension in legs, stretch ankles, feet and toes. Rest hands on knees.</p> <p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike. Try balancing in these shapes on large body parts: back, front, side, and bottom.</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.</p>	<p>Explore walking "like a gymnast": extend core, legs, hold extended arms above shoulder height in front, up high, out to side, stress the extension of hands and fingers.</p> <p>Explore skipping (step forward and hop on that foot, repeat with other foot).</p> <p>Explore side stepping, bringing feet together after each side step. See jumping below.</p> <p>Explore sliding along a bench pulling body forward with both hands. Explore crawling along a bench.</p>	<p>Introduce correct landing position: land on balls of foot, lower heels to floor, soft knees. Feet should be together on landing.</p> <p>Explore staying balanced with good core strength to hold body upright when jumping from: 2 to 2 feet, 1 to 2 feet, 2 to 1 foot, 1 to other foot, 1 to same foot.</p> <p>Perform a straight jump in the air with a controlled landing – core strength should keep body upright throughout the take-off and landing.</p>	<p>Pencil roll – from back to front keeping body and limbs in straight shape.</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.</p>
Year 1	<p><i>Your gymnastic sequence should have: a balance, a travelling action, a jump and a roll. Choose your best 2 actions and teach them to</i></p>	<p>Continue to develop the balances described in EYFS with greater strength and control. Encourage the children to hold their balance for a count of 5.</p>	<p>Begin to travel on hands and feet. In all travelling actions place hands FLAT on floor and fully extend arms.</p>	<p>Explore shape in the air when jumping and landing with control e.g. star shape (without arms to begin with) and tuck shape</p>	<p>Continue to develop control in the Pencil and Dish rolls. Begin to extend the Egg roll into the Teddy Bear roll by performing the roll with</p>



	<p><i>a partner. Now perform your sequence together.</i></p>	<p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively).</p>	<p>Monkey walk - take some weight on hands as you travel with bent legs and extended arms.</p> <p>Caterpillar walk – hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position (see above).</p> <p>Bunny hop – begin by exploring transferring weight to hands, crouch down so bottom touches heels, with fully extended arms drop forwards until some weight transfers to hands and push back to transfer all weight back to feet. Next, transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet..</p>	<p>(knees to upright chest, not chest down to knees).</p>	<p>legs apart (straddle position). Further extend the Teddy Bear roll by starting sitting in straddle, holding extended legs below knees to keep them in straddle as you roll onto side, then back, then other side then sit up – you should be facing the opposite direction still in straddle position. Perform 2 rolls to perform the full Circle roll</p> <p>Rock and Roll (the final phase of the forward roll) – sit in tucked shape holding onto knees, chin to chest; rock back roll forward to sitting position again. If lacking core strength and body tension, place a bean bag under chin, between knees and between feet. Explore different finishing positions e.g. opening out when nearing sitting position in straddle.</p>
<p>Year 2</p>		<p>Challenge balance and use of core strength by exploring and developing use of upper body</p>	<p>Continue to develop travel examples described in Y1 but incorporate equipment</p>	<p>When children demonstrate control of straight, star (with arms</p>	<p>Tipper Truck (the first phase of the forward roll) crouch in tucked shape,</p>



		<p>strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).</p>	<p>e.g. explore bunny hop along a bench</p>	<p>now) and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs.</p>	<p>feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position. This will encourage children to raise hips out of the way so head can roll under when ready to perform the full forward roll (see rolling in Lower Key Stage 2)</p>
<p>Year 3</p>	<p><i>Your sequence should show clear changes of speed. Link 3 different balances with 3 different ways of travelling.</i></p>	<p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite). NB: ensure hands are always FLAT on floor and fingers point the same way as toes).</p> <p>Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.</p>	<p>Bunny hop – transfer weight to hands and jump feet off floor keeping knees tucked into chest. Next, reach extended arms forward followed by knees tucked into chest then land on feet. Explore bunny hop along and over a bench.</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus.</p> <p>Travel with a partner; move away from and together on the floor and on apparatus.</p>	<p>When children demonstrate control of straight, star and tucked shapes, perform from a bench – stress keeping body upright, strong core, tension and extension in limbs.</p> <p>Explore leaping forward in star jump, taking off from one foot and landing on the other. Try on floor and along bench controlling take-off and landing.</p>	<p>Continue to develop control in the Pencil, Dish, and Teddy Bear & Rock and Roll rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions (Y1 and Y2) to perform the full forward roll.</p> <p>Backward rolls – Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore</p>



					<p>taking one knee over head to one side, pushing away from the floor with hands to roll. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under to complete the backwards roll.</p>
<p>Year 4</p>	<p><i>Work with a partner to create a sequence. From your starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then you must move apart to finish. Your sequence should contain at least 4 elements and you must travel in an "L" shaped pathway.</i></p>	<p>Balance on floor and apparatus exploring which body parts are the safest to use. Explore balancing with a partner: facing, beside, behind and on different levels. Move in and out of balance fluently.</p>	<p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p>	<p>Add a quarter or half turn into a jump before landing. Do this first on the floor and when sufficiently controlled, perform off apparatus.</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</p>	<p>To develop confidence and control of the backward rolls – Rock and Roll (the first phase of the roll) begin by sitting in tucked shape on mat holding hands beside ears to make 'bunny ears'. Rock back keeping knees and chin tucked in and place palms flat on floor beside head, roll forwards into tucked position. Explore taking one knee over head to one side, pushing away from the floor with hands to roll. Increase momentum of backwards rocking action and push harder with hands to raise hips above head and create space for head to tuck under to complete the backwards roll.</p>



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<p>Year 5</p>	<p><i>Work with a partner to create a sequence of up to 8 elements: e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions. Your sequence should include changes of direction and level and show mirroring and matching shapes and balances.</i></p>	<p>Perform balances with control, showing good body tension.</p> <p>Mirror and match partner's balance i.e. making same shape on a different level or in a different place.</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner.</p> <p>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from).</p>	<p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight.</p> <p>Begin to increase the variety of pathways, levels and speeds at which you travel.</p> <p>Travel in time with a partner, move away from and back to a partner.</p>	<p>Make symmetrical and asymmetrical shapes in the air.</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p>	<p>Ensure children competently perform a forward and backward roll- see previous year group progression of skills for those children who have yet to master the rolls.</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.</p>
<p>Year 6</p>	<p><i>Work in a group of 4 to 6 people to create a longer more complex sequence of up to 10 elements. Your sequence may include: e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.</i></p>	<p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</p>	<p>To confidently travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor. Next extend legs further into cartwheeling action i.e. right hand followed by left hand, followed by left</p>	<p>Make controlled symmetrical and asymmetrical shapes in the air.</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p>	<p>Ensure children competently perform a forward and backward roll- see previous year group progression of skills for those children who have yet to master the rolls.</p> <p>Explore different starting and finishing positions when rolling e.g. forward</p>



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	<p><i>Your sequence should demonstrate different ways of working with a partner or within your group e.g. starting together/apart, moving apart/together, matching/mirroring, contrasting shape, speed, level or timing.</i></p>	<p>Begin to take more weight on hands when progressing bunny hop into hand stand.</p>	<p>foot, followed by right foot. Always keep arms and legs fully extended and tense to support weight.</p> <p>Increase the variety of pathways, levels and speeds at which you travel.</p> <p>Travel in time with a partner, move away from and back to a partner.</p>	<p>roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.</p> <p>Explore symmetry and asymmetry throughout the rolling actions.</p>
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	EYFS	KS1	LKS2	UKS2
Swimming			<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance up to 25 metres; - use a range of strokes (e.g. front crawl, backstroke and breaststroke). 	<p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> - 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.
Outdoor and Adventurous		<p><u>Orientation</u></p> <ul style="list-style-type: none"> - Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position 	<p><u>Orientation</u></p> <ul style="list-style-type: none"> - Orientate simple maps and plans. <p><u>Communication</u></p>	<p><u>Orientation</u></p> <ul style="list-style-type: none"> - Use the eight points of the compass to orientate. <p><u>Communication</u></p>



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		<p>of desk in plan of classroom.</p> <p>Communication</p> <ul style="list-style-type: none">- Begin to work co-operatively with others;- Plan and share ideas. <p>Problem Solving</p> <ul style="list-style-type: none">- Discuss how to follow trails and solve problems;- Select appropriate equipment for the task.-	<ul style="list-style-type: none">- Co-operate and share roles within a group;- Listen to each other's ideas when planning a task and adapt. <p>Problem Solving</p> <ul style="list-style-type: none">- Select appropriate equipment/route/people to solve a problem successfully.	<ul style="list-style-type: none">- Understand individuals' roles and responsibilities;- Recognise and talk about the dangers of tasks. <p>Problem Solving</p> <ul style="list-style-type: none">- Plan strategies to solve problems /plan routes / follow trails / build shelters etc.
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