

## Progression for PE

| Big Ideas                 | Foundation Stage  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   | KS3   |
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| PE attitude               | -Children will become confident <b>competing</b> in a range of different sporting activities.<br>-Children will recognise that keeping active plays a big part in their physical and mental well-being and this will help them to lead healthy, active <b>lifestyles</b> .<br>-PE will help children to build <b>character</b> and help to embed values such as fairness and respect.<br>-Children will be encouraged to show good <b>sportsmanship</b> and support, motivate and encourage their peers and team mates. |   |   |   |   |   |  | -Pupils become more <b>competent</b> , confident and expert in their techniques, and apply them across different sports and physical activities.<br><br>-To be equipped to apply the <b>long-term health benefits</b> of physical activity<br><br>- |
| Swimming and water safety |   |   |   | Swim with aids and begin to swim unaided<br><br><br>Use legs effectively for the appropriate stroke<br><br><br>Learn how to tread water with an aid                 | Begin to build competence, confidence, and proficiency whilst swimming unaided<br><br><br>Use arms and legs in isolation and combination (for example front crawl, backstroke and breaststroke)<br><br><br>Begin to perform safe self-rescue in different water-based situations. | Swim competently, confidently, and proficiently over a distance of at least 25 meters<br><br><br>Use a range of strokes effectively (for example front crawl, backstroke and breaststroke)<br><br><br>Perform safe self-rescue in different water-based situations. |  | N/A   |
| Competition               | Negotiate space and obstacles safely, with consideration for themselves and others (ELG)<br><br><br><br>Explain the reasons for rules and try to behave accordingly (ELG)   | Begin to participate in team games, developing simple tactics for attacking and defending<br><br><br>Learn to take turns when playing in team games | Participate in team games, developing simple tactics for attacking and defending<br><br><br>Learn to play fairly understanding it is ok to not always win | Begin to play competitive games and apply basic principles suitable for attacking and defending<br><br><br>Begin to learn to play fairly whilst following the rules | Begin to play competitive games and apply basic principles suitable for attacking and defending<br><br><br>Learn to play fairly whilst following the rules  | Play competitive games and apply basic principles suitable for attacking and defending<br><br><br>Learn to play fairly whilst following the rules and showing good sportsmanship  | Play competitive games and apply basic principles suitable for attacking and defending<br><br><br>Learn to play fairly whilst following the rules and showing good sportsmanship | use a range of tactics and strategies to overcome opponents in direct competition through team and individual games<br><br><br>take part in outdoor and adventurous activities which  |

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|             |  |  |   |   |   |  | Take part in outdoor and adventurous activity challenges both individually and within a team   | present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems individually and as a group  |
| Technique   | <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG)</p> <p>Demonstrate strength, balance and coordination when playing (ELG)</p>                        | <p>Learn to complete basic movements including running, jumping, throwing and catching</p> <p>Begin to develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> | <p>Master basic movements including running, jumping, throwing and catching</p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> | <p>Begin to use running, jumping, throwing and catching techniques</p> <p>Begin to develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)</p> | <p>Use running, jumping, throwing and catching techniques in isolation and in combination</p> | <p>Use a variety of running, jumping, throwing and catching techniques in isolation and in combination</p> | <p>Use a variety of running, jumping, throwing and catching techniques in isolation and in combination choosing the most efficient</p> <p>Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)</p> | <p>develop their technique and improve their performance in other competitive sport that are not "Games". (athletics and gymnastics)</p>   |
| Performance | <p>Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move on time with music (ELG)</p> <p>Share their creations, explaining the process they have used (ELG)</p> | <p>Begin to perform dances using simple movement patterns.</p>   | <p>Perform dances using simple movement patterns.</p> <p>Begin to comment on others performances</p>  | <p>Begin to perform dances using a range of movement patterns.</p> <p>Begin to comment on others performances and offer constructive feedback</p>   | <p>Perform dances using a range of movement patterns.</p>                                     |  | <p>Create and perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>  | <p>perform dances using advanced dance techniques within a range of dance styles and forms.</p> <p>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> |