ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

'Playing our part in God's plan as we journey together to achieve the best for ourselves and others'

Physical Education Progression Document

Year R

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • give focussed attention to what the teacher says, responding appropriately even when engaged in activity and show and ability to follow instructions involving several ideas or actions • explain the reason for rules, know right from wrong and try to behave accordingly • work and play co-operatively and take turns with others • respond to a stimulus and move in time to music when appropriate	• be confident to try new activities and show independence, resilience and perseverance in the face of a challenge • manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices • form positive attachments to adults and friendships with peers • show sensitivity to their own and to others needs	• demonstrate strength, balance and coordination when playing • move energetically, such as running, jumping, dancing, hopping, skipping and climbing • explore pushing and rolling • combine pushing and rolling • explore and develop moving with a ball using our feet • develop dribbling • explore throwing overarm and underarm • explore rolling, stopping a ball and catching • negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Year 1

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• develop cooperative working within activities • develop the ability to link movements together • understand the basic principles of attack and defence and begin to apply	• be confident to try new activities and show independence, resilience and perseverance in the face of a challenge • understand the importance of healthy food choices and hydration • understand why appropriate clothing and footwear for PE is necessary • develop and perform a simple sequence with confidence • explore how jumping and running affects our bodies • be able to make safe decisions in PE for example on and around apparatus	• develop fundamental movement skills such as running, jumping, throwing, balance, agility and coordination • respond to rhythm and begin to create own motifs and movements sequences • develop sense of space when and moving and balancing using points of the body – varying size of movements (wide/narrow, curled, big,small) • introduce sending and receiving with control and begin to apply with hands and feet • introduce dribbling with a ball

Year 2

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• participate in small team games, developing simple tactics for attacking and defending • engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations • create, complete and perform a series of pathway sequences • respond to stimuli using appropriate movements • create contrasting movement sequences • develop motifs • link a range of different movements on the floor and apparatus and perform with confidence and control • work as a small team	• try a wide range of activities and show independence, resilience and perseverance in the face of increasingly challenging situations • understand the importance of healthy food choices and hydration • understand why appropriate clothing and footwear for PE is necessary (and make appropriate choices) • develop and perform a simple sequence with confidence • respectfully watch and respond to a performance • explain how jumping and running affects our bodies • be able to make safe decisions in PE for example on and around apparatus • assess risks and make appropriate choices linked to personal safety	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns. • explore/develop zig-zag and curved pathways/on apparatus • jump, roll and balance on apparatus • explore and develop a range of jumping, running and throwing in isolation and combination • develop passing, receiving and dribbling and apply to a basic team game • develop underarm and overarm throwing • develop dodging and apply to a basic game

Year 3

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• provide feedback using key words; with help, recognise how performances could be improved • compare and contrast the effectiveness of performances using basic language • understand the role as an attacker and a defender • move into a space to help support a team • communicate and work within a small-sided team, compete against others and self-manage games • begin to use and identify when simple tactics have been successful • create a sequence that has a clear beginning, middle and end • link different actions and balances smoothly • respond to stimuli developing character dance into a motif • develop and perform sequences with a partner in character that show relationships • creating and apply simple tactics • develop leadership and communication skills and collaborate effectively as a team	• understand the benefits of exercise and understand the importance of a warm up and recognise how games make their body work • show respect to others when they perform • persevere when a challenge is hard • know the key rules of the game and begin to use them honestly • compete against themselves and others in a controlled manner and demonstrate improvements to achieve their personal best • perform safe self-rescue in different water-based situations • understand how to work safely when learning a new skill	• safely perform balances individually and with a partner showing an awareness of space • mirror movements with a partner. • introduction to symmetry and asymmetry and apply to apparatus • perform some gymnastic actions and movements with increasing balance and control using a start and finish; • apply balanced actions when playing simple games • develop rolls as part of sequence work • develop jumping skills with control • link a variety of jumps, sometimes over obstacles, and apply within small games • adapt movement to incorporate different types of equipment; • be able to repeat a sequence of movements accurately • apply dribbling, passing and receiving in a game and perform with some control • run with changes of speed and direction considering space within simple games • send and receive with some control to try and keep possession • throw and strike a ball into a target area • swim competently, confidently and proficiently over a distance of at least 25 metre • use a range of strokes effectively for example front crawl, backstroke and breaststroke

Year 4

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• describe others performances, as well as their own, and begin to suggest practices that will help themselves and others to improve., using some simple, appropriate language • understand the rules of the game and use them most of the time • understand the role as an attacker and a defender and apply the basic tactics of these to small sided games • use a greater range of skills and simple tactics, varying them to suit the situation in a game • accurately follow and give instructions • to plan and apply strategies to solve problems • develop stamina and an understanding of speed and pace in relation to distance • link together individual and partner balances as part of a sequence • respond to stimuli as part of a small group; understand the impact of dynamics on an action and use them when creating a phrase • choreograph small group performances with use different levels and directions	• understand the importance of activity to their fitness, health and well-being. • understand there are different areas of fitness and that each area challenges their body differently. • understand how strength, stamina and speed can be improved by playing games • understand why it is important to warm up. • confidently communicate ideas and listen to others • work positively towards a team goal • compete against themselves and others in a controlled manner and demonstrate improvements to achieve their personal best • show determination to continue working over a period of time • perform safe self-rescue in different water-based situations • understand how to work safely when learning a new skill	• perform actions and movement with control, coordination and variety (including change of level) with a clear start and finish in isolation and in small groups • pass and receive the ball with control and accuracy over a range of distances to create space • develop ball handling skills to help their team keep possession • develop the shooting action • develop ball control using a racket; to use a greater range of basic racket skills with some accuracy • throw with some accuracy and power at a target and catch with increasing control • develop power and speed in the sprinting technique • perform a range of jumps showing consistent technique, increasing control and coordination; • show balance when changing direction at speed; to show control when completing activities to improve balance; • swim competently, confidently and proficiently over a distance of at least 25 metres. • use a range of strokes effectively for example front crawl, backstroke and breaststroke

Year 5

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• identify strengths and weaknesses in games and suggest ways to improve • suggest ideas and listen to others • plan and perform more complex sequences incorporating linking movements, different methods of traveling and different levels • explain how using different parts of the body impacts on balance, coordination and travel • develop changes in level, direction and speed to apply within a sequence • work collaboratively with a group to create sequences and motifs that flow smoothly • choreograph changes to the dynamics of an action and understand how this changes the appearance of the performance • describe and suggest ways to improve performances, showing an understanding of style and using more appropriate language • reflect on when and how they were successful at solving challenges, and alter their methods in order to improve • understand there are different skills for different situations and begin use of appropriate ones more consistently • select and apply appropriate tactics and principles when attacking or defending • understand the rules of the game and use them often • work cooperatively with a partner towards a goal or to compete against others • play effectively as part of a team to achieve a goal • use a critical thinking to approach a task • introduce children as officials in small sided games	• explain the impact of dance on their fitness, health and well-being. • plan and lead warm ups to prepare for playing safely • demonstrate good control and confidence perform a wide range of skills and actions under pressure • build communication and trust showing an awareness of safety • develop trust in others, listen to others and follow instructions • assess risks and make appropriate choices linked to personal safety and of your peers • plan the safe use of space and equipment for a group	• perform partner balances on and around apparatus (for example symmetrical and asymmetrical balances; counterbalances) • perform and link movements in canon and in unison showing good timing • refine and perform different rolls with correct technique and control • adapt and refine different techniques to express different styles of dance clearly and fluently • dribble, pass, receive and shoot the ball with increasing control and consistency under pressure • identify and move into space • throw with accuracy and power at a target and catch with increasing control. • develop use of different racket shots in games. • refine and improve running technique for sprinting and a sustained run • apply different principles for sprinting and a sustained run • develop power, control and consistency when jumping for distance and height • incorporate props and apparatus as part of a sequence of movements

Year 6

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• evaluate, through self and peer assessment and suggest a variety of changes using appropriate language and terminology • create and perform a more complex sequence using compositional devices to improve the quality • create and perform more complex sequences and routines within a larger group using compositional devices to help show competence, fluency and control • respond and apply movement to the rhythm of music, considering timings, formation and dynamics • refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters • understand how stamina and power help people to perform well in different activities • select and apply a variety of appropriate actions, tactics and principles dependent on the situation • use and apply the rules of the game consistently, fairly and honestly • organise formations and manage teams • make decisions on tactics • develop the role further of officiating games	• understand and explain the impact of different activities on their health, fitness and well-being • plan and lead a small group or whole class through a short warm-up routine to prepare for playing safely • perform with confidence using exaggerated movements • challenge themselves with a personal target • to assess risks and make appropriate choices linked to personal safety and of your peers • plan the safe use of space and equipment for a group in a range of situations	• refine performance of different rolls with correct technique and control • combine and perform gymnastic actions, shapes and balances with control and fluency • select and apply different movement to show a more confident awareness of space • pass, receive and shoot the ball with accuracy and control under pressure • strike a ball with increasing accuracy and consistency in an intended direction • use a wider range of fielding skills within small-sided games • choose and apply the best pace for a running event • use good technique in throwing and jumping with accuracy and success