



PE Progression Guide

Developing Together for Tomorrow's World

Gymnastics

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing hopping, skipping and climbing		Master basic movements including running, jumping, balance, agility and coordination, and begin to apply these in a range of activities.		Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
- Can climb confidently on and off equipment. - Can balance when running. - Moves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, jumping, sliding and hopping. - Mounts steps, stairs and climbing equipment using alternative feet. - Can stand on one foot.	- Experiments with different ways of moving. - Jumps off objects and lands appropriately. - Adjusts speed and direction. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. - Show good control and co-ordination in large and small movements. - Recognise that the body gets hot and the heart beats faster when exercising.	- Travel on tiptoes within a space. - Explore different methods of travelling within a space. - Name and confidently perform travel methods (2 feet bouncy travel jump, hopping, skipping and galloping). - Use travel methods to link 2 or 3 actions together to create a short sequence. - Jump safely with bendy knees. - Use arms to increase the height of the jump. - Explore a range of jumps.	- Name and confidently perform a range of balances (standing and kneeling) - Use large body parts to perform a balance - Use knowledge of balances to perform with a partner - Name and confidently perform a range of shapes (pike, tuck, star and straddle) - Use balances to link 2 or 3 actions together to create a short sequence - Name and confidently perform a range of rolls (log roll, curled side roll, teddy bear roll, a rocking forward roll)	- Name and confidently perform a range of rolls (crouched forward roll, forward roll from standing and a tucked backward roll) - Name and confidently perform a lunge into handstand to develop into a handstand - Name and confidently perform a cartwheel - Land safely with the correct use of knees - Explore different methods of travelling within a space with a partner - Name and confidently perform travelling methods	- Name and confidently perform a range of different balances (1,2,3 and 4 point balance) - Transfer balances from the floor to a range of apparatus - Use knowledge of balances to perform with a partner - Name and confidently perform a range of shapes with a partner (pike, tuck, star, straight and straddle) - Use a range of movements, along with balances to create a sequence of at least 4 actions. - Name and confidently perform a range of jumps (star, straddle, pike,	- Name and confidently perform a range of rolls (forward roll from standing, straddle forward roll, pike forward roll, tucked backward roll, backward roll to straddle) - Use a range of movements, along with rolls create a complex sequence, linking actions with a joining movement. - Name and confidently perform a range of travelling movements along different levels (chassis step, straight jump full turn, cat leap half turn and a pivot)	- Use strength, flexibility and technique to link actions to make sequences of movements on and off apparatus to vary levels. - Use known rolls to link actions together to create a rolling sequence - Use known jumps to link actions together to create a jumping sequence - Use known travelling movements to link actions together to create a travelling sequence - Use known rolls, jumps and travelling movements to link actions together to

		- Name and confidently perform jumps (straight, tuck, jumping jack, half turn, bunny hop) - Use travel and jump movements to link 2 or 3 actions together to create a short sequence. - Transfer all learnt skills to a range of apparatus - Carry and place equipment safely - Recognise that the body gets hot and sweaty when exercising. - Recognise that the heart rate increases when exercising. - Recognise that exercise is good for the body and part of a healthy lifestyle.	and a crouched forward roll) - Use rolling to link 2 or 3 actions together to create a short sequence - Transfer all learnt skills to a range of apparatus - Recognise and describe how the body feels during and after different physical activities - Explain what they need to stay healthy	(hopscotch, skipping, chassis step, straight jump half turn and a cat leap) - Link 3 varying actions together to create a short sequence - Transfer all learnt skills to a range of apparatus - Recognise and describe the effects of exercise on the body - Know the importance of strength and flexibility for physical activity - Explain why it is important to warm up and cool down	straight jump full turn, cat leap half turn) - Land safely with the correct use of knees - Transfer all learnt skills to a range of apparatus - Describe how the body reacts at different times and how this affects performance - Explain why exercise is good for your health - Know some reasons for warming up and cooling down	- Transfer all learnt skills to a range of apparatus - Know and understand the reasons for warming up and cooling down - Explain some safety principles when preparing for and during exercise	create a sequence with a partner - Perform a sequence confidently to music - Record a performance for evaluation and improvement - Transfer all learnt skills to a range of apparatus - Understand the importance of warming up and cooling down - Carry out warm-ups and cool-downs safely and effectively - Understand why exercise is good for health, fitness and wellbeing - Know ways they can become healthier
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Dance							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.		Master basic movements including jumping, balance, agility and coordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.		Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
• Moves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, jumping, skipping, sliding and hopping. • Can stand on one foot.	• Experiments with different ways of moving. • Adjusts speed and direction. • Show good control and co-ordination in large and small movements. • Recognise that the body gets hot and the heart beats faster when exercising.	• Describe how the body feels before, during and after exercise. • Carry and place equipment safely • Copy and repeat simple dance actions. • Put a sequence of actions together to create a short motif. • Vary the speed of their actions. • Use simple choreographic devices such as unison, canon and mirroring and begin to use these terms when describing their dance or evaluating others. • Begin to improvise independently to create a simple dance. • Perform using a	• Recognise and describe how the body feels during and after different physical activities • Explain what they need to stay healthy • Copy, remember and repeat actions • Create a short motif inspired by a stimulus • Change the speed and level of their actions • Use simple choreographic devices such as unison, canon and mirroring • Use different transitions with a dance motif • Move in time to music • Improve the timing of their actions • Perform sequences of their own with composition and coordination	• Recognise and describe the effects of exercise on the body • Know the importance of strength and flexibility for physical activity • Explain why it is important to warm up and cool down • Begin to improvise with a partner to create a simple dance • Create motifs from different stimuli • Begin to compare and adapt movements and motifs to create a larger sequence • Use simple dance vocabulary to compare and improve work • Perform with some awareness or rhythm and expression	• Describe how the body reacts at different times and how this affects performance • Explain why exercise is good for your health • Know some reasons for warming up and cooling down • Identify and repeat the movements patterns and actions of a chosen dance style • Compose a dance that reflects the chosen dance style • Confidently improvise with a partner or on their own • Compose longer dance sequences in a small group • Demonstrate precision and some control in response to stimuli	• Know and understand the reasons for warming up and cooling down. • Explain some safety principles when preparing for and during exercise • Identify and repeat the movement patterns and actions of a chosen dance style • Compose individual, partner and group dances that reflect the chosen dance style • Show a change of pace and timing in their movements • Develop an awareness of their use of space • Demonstrate imagination and creativity in the movements they devise in response to stimuli	• Understand the importance and carry out warming up and cooling down exercises effectively • Understand why exercise is good for health, fitness and wellbeing • Identify and repeat the movement patterns and actions of a chosen dance style • Use dramatic expression in dance movements and motifs • Perform with confidence, using a range of movement patterns • Demonstrate strong and controlled movements throughout a dance sequence • Combine flexibility, techniques and movements to create a fluent sequence

		range of actions and body parts with some coordination. • Begin to perform learnt skills with some control. • Watch and describe performances. • Begin to say how they could improve. • Move hands and feet to the beat of the music. • Begin to move rhythmically in time to the music. • Begin to use imagination to respond to the stimulus. • Explore the shapes they can make with their body to represent a theme / feeling.	• Perform learnt skills with increasing control • Compete against self and others • Watch and describe performances and use that they see to improve their own performance • Talk about the differences between their work and that of others	• Develop the quality of actions in their performances • Perform learnt skills and techniques with control and confidence • Compete against self and others in a controlled manner • Watch, describe and evaluate the effectiveness of a performance • Describe how their performance has improved over time	• Begin to vary dynamics and develop actions and motifs in response to stimuli • Demonstrate rhythm and spatial awareness • Change parts of a dance as a result of self-evaluation • Use simple dance vocabulary with comparing and improving work • Perform and create sequences with fluency and expression • Perform and apply skills and techniques with control and accuracy • Watch, describe and evaluate the effectiveness or performances, giving ideas for improvements • Modify their use of skills or techniques to achieve a better result	• Use transitions to link motifs smoothly together • Improvise with confidence, still demonstrating fluency across the sequence • Ensure their actions fit the rhythm of the music • Modify parts of a sequence as a result of self and peer evaluation • Use more complex dance vocabulary to compare and improve work • Perform own longer, more complex sequences in time to music • Consistently perform and apply skills and techniques with accuracy and control • Choose and use criteria to evaluate own and others' performances • Explain why they have use particular skills or techniques	• Move appropriately and with the required style in relation to the stimulus • Show a change of pace and timing in their movements • Move rhythmically and accurately in dance sequences • Dance with fluency and control linking all movements and ensuring that transitions flow • Demonstrate consistent precision when performing dance sequences • Use complex dance vocabulary to compare and improve work • Link actions to create a complex sequence using a full range of movement • Perform the sequence in time to music • Perform and apply a variety of skills and techniques
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						and the effect they have had on their performance	confidently, consistently and with precision Thoroughly evaluate their own work and others' work, suggesting thoughtful and appropriate improvements
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Games							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.		Master basic movements including running, jumping, throwing and catching, as well as balance, agility and coordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.		Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
- Runs safely on whole foot. - Can kick a large ball. - Can balance when running. - Moves freely with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, jumping.	- Negotiates spaces successfully when playing, racing and chasing games with other children. - Adjusts speed and direction. - Shows control when kicking, throwing and catching. - Show good control and co-ordination	- Describe how the body feels before, during and after exercise. - Carry and place equipment safely. - Use hitting skills in a game of tennis. - Practice basic striking, sending and receiving. - Throw underarm and overarm.	- Recognise and describe how the body feels during and after different physical activities - Explain what they need to stay healthy - Use throwing and catching skills in a game of cricket - Strike or hit the ball with increasing control	- Recognise and describe the effects of exercise on the body - Know the importance of strength and flexibility for physical activity - Explain why it is important to warm up and cool down - Demonstrate successful hitting and striking skills	- Describe how the body reacts at different times and how this affects performance - Explain why exercise is good for your health - Know some reasons for warming up and cooling down - Use a bat or a racket to hit a ball	- Know and understand the reasons for warming up and cooling down - Explain some safety principles when preparing for and during exercise - Use different techniques to hit a ball - Identify and apply techniques for hitting a tennis ball	- Understand the importance of warming up and cooling down - Carry out warm-ups and cool-downs safely and effectively - Understand why exercise is good for health, fitness and wellbeing - Know ways they can become healthier

skipping, sliding and hopping. - Runs skilfully negotiating spaces confidently and adjusting speed and direction to avoid obstacles. - Can catch a large ball.	in large and small movements. Recognise that the body gets hot and the heart beats faster when exercising.	- Catch and bounce a ball. - Use rolling skills in a game. - Practise accurate throwing and consistent catching. - Travel with a ball in different ways. - Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. - Begin to show a developing level of control when travelling with a ball. - Pass the ball to another player in a game with the foot. - Use kicking skills in a game. - Use different ways of travelling in different directions or pathways.	- Learn skills for playing striking and fielding games - Position the body to strike the ball - Throw different types of equipment in different ways, for accuracy and distance - Throw, catch and bounce a ball with a partner - Use throwing and catching skills in a game - Throw a ball for distance - Use hand-eye coordination to control a ball - Vary types of throw used - Bounce and kick a ball whilst moving - Use kicking skills in a game - Use dribbling skills in a game - Know how to pass the ball in different ways - Use different ways of travelling at	- Develop a range of skills in striking and fielding - Practice the correct batting technique and use it in a game - Strike the ball for distance - Throw and catch with greater control and accuracy - Practise the correct technique for catching a ball and use it in a game - Perform a range of catching and gathering skills with control - Catch with increasing control and accuracy - Throw a ball in different ways (high, low, fast or slow) - Develop a safe and effective overarm bowl - Move with the ball in a variety of ways with some control - Use two different ways of moving with a ball in a game	with accuracy and control - Accurately throw a ball underarm - Accurately serve underarm - Build a rally with a partner - Use at least two different shots in a game situation - Use hand-eye coordination to strike a moving and a stationary ball - Develop different ways of throwing and catching - Move with the ball using a range of techniques showing control and fluency - Pass the ball with increasing speed, accuracy and success in a game situation - Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game	- Explore when different shots are best used - Develop a backhand technique and use it in a game - Practise techniques for all strokes - Play a tennis game using an overhead serve - Consolidate different ways of throwing and catching and know when each is appropriate in a game - Use a variety of ways to dribble in a game with success - Use ball skills in various ways and begin to link together - Pass a ball with speed and accuracy using appropriate techniques in a game situation - Keep and win back possession of the ball effectively in a team game - Demonstrate an increasing awareness of space	- Hit a bowled ball over longer distances - Use good hand-eye coordination to be able to direct a ball when striking or hitting - Throw and catch accurately and successfully under pressure in a game - Show confidence in using ball skills in various ways in a game situation and link these together effectively - Choose and make the best pass in a game situation and link a range of skills together with fluency – passing and receiving the ball on the move - Keep and win back possession of the ball effectively and in a variety of ways in a team game - Demonstrate a good awareness of space - Think ahead and create a plan of attack or defence
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		• Run at different speeds. • Begin to use space in a game.	• different speeds and following different pathways, directions or courses • Change speed and direction whilst running • Begin to choose and use the best space in a game • Begin to use and understand the terms attacking and defending • Use at least one technique to attack or defend to play a game successfully • Understand the importance of rules in games • Use at least one technique to attack or defend to play a game successfully • Compete against self and others	• Pass the ball in two different ways in a game situation • Know how to keep and win back possessions of the ball in a team game • Find a useful space and get into it to support teammates • Use simple attacking and defending skills in a game • Use fielding skills to stop a ball from travelling past them • Apply and follow rules fairly • Understand and begin to apply the basic principles of invasion games • Know how to play a striking and fielding game fairly • Compete against self and others in a controlled manner	• Make the best use of space to pass and receive the ball • Use a range of attacking and defending skills and techniques in a game • Use fielding skills as an individual to prevent a player from scoring • Vary the tactics they use in a game • Adapt rules to alter games • Take part in a range of competitive games and activities	• Choose the best tactics for attacking and defending • Shoot in a game • Use fielding skills as a team to prevent the opposition from scoring • Know when to pass and when to dribble in a game • Take part in competitive games with a strong understanding of tactics and composition	• Work as a team to develop fielding strategies to prevent the opposition from scoring • Communicate plans to others during a game • Lead others during a game • Take part in competitive games with a strong understand of tactics and composition
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Athletics					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Master basic movements including running, jumping, throwing and catching, as well as balance, agility and coordination, and begin to apply these in a range of activities. Participate in team games.		Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
- Describe how the body feels before, during and after exercise. - Carry and place equipment safely. - Vary their pace and speed when running. - Run with a basic technique over different distances. - Show good posture and balance. - Jog in a straight line. - Change direction when jogging. - Sprint in a straight line. - Change direction when sprinting. - Maintain control as they change direction when jogging or sprinting. - Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. - Perform a short jumping sequence. - Jump as high as possible. - Jump as far as possible. - Land safely and with control.	- Recognise and describe how the body feels during and after different physical activities - Explain what they need to stay healthy - Run at different paces, describing the different paces - Use a variety of different stride lengths - Begin to select the most suitable pace and speed for distance - Complete an obstacle course - Vary the speed and direction in which they are travelling - Run with basic techniques following a curved line - Be able to maintain and control a run over different distances - Perform and compare different types of jumps for examples, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot - Combine different jumps together with some fluency and control	- Recognise and describe the effects of exercise on the body - Know the importance of strength and flexibility for physical activity - Explain why it is important to warm up and cool down - Identify and demonstrate how different techniques can affect their performance - Focus on their arm and leg action to improve their sprinting technique - Begin to combine running with jumping over hurdles - Focus on trail leg and lead leg action when running over hurdles - Understand the importance of adjusting running pace to suit the distance being run - Use one and two feet to take off and land with - Develop an effective take-off for the standing long jump - Develop an effective flight phase for the standing long jump - Land safely and with control	- Describe how the body reacts at different times and how this affects performance - Explain why exercise is good for your health - Know some reasons for warming up and cooling down - Confidently demonstrate an improved technique for sprinting - Carry out an effective sprint finish - Perform a relay, focusing on the baton changeover technique - Speed up and slow down smoothly - Learn how to combine a hop, step and jump to perform the standing triple jump - Land safely and with control - Begin to measure the distance jumped - Perform a pull throw - Measure the distance of their throws - Continue to develop techniques to throw for increased distance	- Know and understand the reasons for warming up and cooling down - Explain some safety principles when preparing for and during exercise - Accelerate from a variety of starting positions and select their preferred position - Identify their reaction times when performing a sprint start - Continue to practice and refine their technique for sprinting, focusing on an effective sprint start - Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run - Identify and demonstrate stamina, explaining its importance for runners - Improve techniques for jumping for distance - Perform an effective standing long jump and triple jump with increased confidence - Land safely and with control	- Understand the importance of warming up and cooling down - Carry out warm-ups and cool-downs safely and effectively - Understand why exercise is good for health, fitness and wellbeing - Know ways they can become healthier - Recap, practice and refine an effective sprinting technique, including reaction time - Build up speed quickly for a sprint finish - Accelerate to pass other competitors - Confidently and independently select the most appropriate pace for different distances and different parts of the run - Demonstrate endurance and stamina over longer distances in order to maintain a sustained run - Develop the technique for the standing long jump

• Work with a partner to develop the control of their jumps. • Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power. • Begin to perform learnt skills with some control. • Engage in competitive activities and team games. • Watch and describe performances. • Begin to say how they could improve.	• Jump for distance from a standing position with accuracy and control • Investigate the best jumps to cover different distances • Choose the most appropriate jumps to cover different distances • Know that the leg muscles are used when performing a jumping actions • Throw different types of equipment in different ways for accuracy and distance • Throw with accuracy at targets of different heights • Investigate ways to alter their throwing technique to achieve greater distance • Perform learnt skills with increasing control • Compete against self and others	• Throw with greater control and accuracy • Show increasing control in their overarm throw • Perform a push throw • Continue to develop techniques to throw for increased distance • Compete against self and others in a controlled manner	• Take part in a range of competitive games and activities	• Measure the distance and height jumped with accuracy • Perform a fling throw • Throw a variety of implements using a range of throwing techniques • Measure and record the distance of their throws • Take part in competitive games with a strong understanding of tactics and composition	• Maintain control at each different stage of the triple jump • Land safely and with control • Develop and improve their techniques for jumping for height and distance and support others in improving their performance • Set up and lead jumping activities including measuring the jumps with confidence and accuracy • Perform a heave throw • Measure and record the distance of their throws • Continue to develop techniques to throw for increased distance and support others in improving their personal best • Develop and refine techniques to throw for accuracy • Take part in competitive games with a strong understanding of tactics and composition
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Swimming

Year 6

Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.

This objective is met through Year 6 attending weekly swimming lesson at Haden Hill Leisure Centre.

- Float on front and back
- Use legs effectively to propel through the water.
- Develop an effective front crawl stroke.
- Develop an effective back stroke
- Develop an effective breaststroke
- Tread water effectively.
- Climb in and out of the water safely.
- Gain an understanding of water safety signs.

OAA

Year 3 and 4

Year 5 and 6

Take part in outdoor and adventurous activity challenges both individually and within a team.

This objective is met through geography field work and mostly within the residential visits.

Residential field trip – Frank Chapman

The activities the children take part in on this residential include:

- Archery
- Orienteering
- Bush craft skills
- Mine exploration
- Teamwork and problem solving

This objective is met through geography field work and mostly within the residential visits.

Residential field trip – Plas Gwynant

The activities the children take part in on this residential include:

- Canoeing
- Gorge Walking
- Hiking
- Orienteering
- Night walks
- Abseiling
- Mountain climbing