



Progression for Physical Education

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Year Group	Objectives
Three and four-year-olds	<p data-bbox="371 272 952 304"><u>Personal, Social and Emotional Development</u></p> <ul data-bbox="371 320 2096 496" style="list-style-type: none"> <li data-bbox="371 320 2096 400">• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. <li data-bbox="371 411 1245 443">• Increasingly follow rules, understanding why they are important. <li data-bbox="371 459 1115 496">• Do not always need an adult to remind them of a rule. <p data-bbox="371 507 656 539"><u>Physical Development</u></p> <ul data-bbox="371 560 2011 1254" style="list-style-type: none"> <li data-bbox="371 560 1630 592">• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <li data-bbox="371 619 1261 651">• Go up steps and stairs, or climb up apparatus, using alternate feet. <li data-bbox="371 678 1375 710">• Skip, hop, stand on one leg and hold a pose for a game like musical statues. <li data-bbox="371 730 1456 762">• Use large-muscle movements to wave flags and streamers, paint and make marks. <li data-bbox="371 790 1552 821">• Start taking part in some group activities which they make up for themselves, or in teams. <li data-bbox="371 842 1854 874">• Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. <li data-bbox="371 901 2011 981">• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. <li data-bbox="371 1002 2011 1082">• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. <li data-bbox="371 1102 1854 1134">• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <li data-bbox="371 1161 927 1193">• Show a preference for a dominant hand. <li data-bbox="371 1220 1854 1254">• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. <p data-bbox="371 1265 730 1297"><u>Expressive Arts and Design.</u></p> <ul data-bbox="371 1313 1357 1345" style="list-style-type: none"> <li data-bbox="371 1313 1357 1345">• Respond to what they have heard, expressing their thoughts and feelings.

<p>Reception</p>	<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • Manage their own needs <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Know and talk about the different factors that support overall health and wellbeing: regular physical activity <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.
<p>ELG</p>	<p><u>Personal, Social and Emotional Development - Managing Self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. <p><u>Personal, Social and Emotional Development - Building Relationships</u></p>

	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. <p><u>Physical Development – Gross Motor Skills</u></p> <ul style="list-style-type: none"> • 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. <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 				
<p>Key Stage 1</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Year 1 Games</p> <p>I can throw underarm.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can throw and catch with both hands.</p> <p>I can throw and kick in different ways.</p>	<p>Gymnastics</p> <p>I can make my body curled, tense, stretched and relaxed.</p> <p>I can control my body when travelling and balancing.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll, curl, travel and balance in different ways.</p>	<p>Dance</p> <p>I can move to music.</p> <p>I can copy dance moves.</p> <p>I can make up a short dance.</p> <p>I can move safely in a space.</p>	<p>General</p> <p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can use equipment safely.</p>

	<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<p>Year 2 Games</p> <p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can decide the best space to be during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p>	<p>Gymnastics</p> <p>I can plan and perform a sequence of movements.</p> <p>I can improve my sequence based on feedback.</p> <p>I can think of more than one way to create a sequence which follows some 'rules'.</p> <p>I can work on my own and with a partner.</p>	<p>Dance</p> <p>I can change rhythm, speed, level and direction in my dance.</p> <p>I can dance with control and coordination.</p> <p>I can make a sequence by linking sections together.</p> <p>I can use dance to show a mood or feeling.</p>	<p>General</p> <p>I can copy and remember actions.</p> <p>I can talk about what is different from what I did and what someone else did.</p>
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<p>Key Stage 2</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic 	<p>Year 3 Games</p> <p>I can throw and catch with control.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>I know and use rules fairly.</p>	<p>Gymnastics</p> <p>I can adapt sequences to suit different types of apparatus and criteria.</p> <p>I can explain how strength and suppleness affect performance.</p> <p>I can compare and contrast gymnastic sequences.</p>	<p>Dance</p> <p>I can improvise freely and translate ideas from a stimulus into movement.</p> <p>I can share and create phrases with a partner and small group.</p> <p>I can repeat, remember and perform phrases.</p>	<p>Athletics</p> <p>I can run at fast, medium and slow speeds; changing speed and direction.</p> <p>I can take part in a relay, remembering when to run and what to do.</p>	<p>Outdoor and adventure</p> <p>I can follow a map in a familiar context.</p> <p>I can use clues to follow a route.</p> <p>I can follow a route safely.</p>
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	<p>principles suitable for attacking and defending</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>	<p>Year 4 Games</p> <p>I can catch with one hand.</p> <p>I can throw and catch accurately.</p> <p>I can hit a ball accurately with control.</p> <p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills depending on what is happening in a game.</p>	<p>Gymnastics</p> <p>I can work in a controlled way.</p> <p>I can include change of speed and direction.</p> <p>I can include a range of shapes.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phrases.</p>	<p>Dance</p> <p>I can take the lead when working with a partner or group.</p> <p>I can use dance to communicate an idea.</p>	<p>Athletics</p> <p>I can run over a long distance.</p> <p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p>	<p>Outdoor and adventure</p> <p>I can follow a map in a (more demanding) familiar context.</p> <p>I can follow a route within a time limit.</p>
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	<p>In particular, pupils should be taught to:</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 [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	<p>Year 5 Games</p> <p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can use forehand and backhand with a racket.</p> <p>I can field.</p> <p>I can choose a tactic for defending and attacking.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p>	<p>Gymnastics</p> <p>I can make complex extended sequences.</p> <p>I can combine action, balance and shape.</p> <p>I can perform consistently to different audiences.</p>	<p>Dance</p> <p>I can compose my own dances in a creative way.</p> <p>I can perform to an accompaniment .</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p>	<p>Athletics</p> <p>I am controlled when taking off and landing.</p> <p>I can throw with accuracy.</p> <p>I can combine running and jumping.</p>	<p>Outdoor and adventure</p> <p>I can follow a map in an unknown location.</p> <p>I can use clues and a compass to navigate a route.</p> <p>I can change my route to overcome a problem.</p> <p>I can use new information to change my route.</p>
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