



Bow Community Primary School



Physical Education Progression

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multi-Skills	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing <ul style="list-style-type: none"> • 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. • 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. <p>ELG</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. 	<ul style="list-style-type: none"> • Use underarm throwing and rolling skills and simple collecting and receiving skills accurately • Play simple games with a partner and describe basic rules • Intercept, stop and retrieve bean bags and large balls with consistency • Throw hit and kick balls in a range of ways depending on the needs of the game 					
Gymnastics	<p>ELG</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>Year 1</p> <ul style="list-style-type: none"> • Copy and explore basic movements with some control and coordination. • Perform different body shapes. • Perform at different levels. • Perform a 2 footed jump. • Use equipment safely. • Balance with some control. • Link 2-3 simple movements. 	<p>Year 2</p> <ul style="list-style-type: none"> • Explore and create different pathways and patterns. • Use equipment in a variety of ways to create a sequence • Link movements together to create a sequence. 	<p>Year 3</p> <ul style="list-style-type: none"> • Work independently and with others to create a sequence. • Copy, explore and remember a variety of movements and use these to create their own sequence. • Describe own work using simple gymnastics vocabulary. • Use turns whilst travelling in a variety of ways. • Begin to show flexibility in movements. • Begin to develop good technique when travelling, balancing, using equipment etc. 	<p>Year 4</p> <ul style="list-style-type: none"> • Link skills with control, technique, coordination and fluency. • Understand composition by performing more complex sequences. • Begin to use gymnastics vocabulary to describe how to improve and refine performances. • Develop strength, technique and flexibility throughout performances. • Create sequences using various body shapes and equipment. • Combine equipment with movement to create sequences. 	<p>Year 5</p> <ul style="list-style-type: none"> • Select and combine skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Use more complex gymnastics vocabulary to describe how to improve and refine performances. • Develop strength, technique and flexibility throughout performances. • Link skills with control, technique, coordination and fluency. • Understand composition by performing more complex sequences. 	<p>Year 6</p> <ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Develop strength, technique and flexibility throughout performances.



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Dance	<p>Year R Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • 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>Year 1 and Year 2</p> <ul style="list-style-type: none"> • Copy, explore and remember basic movements and body patterns. • Link simple movements to sounds and music. • Respond to a range of stimuli. • Perform a series of simple movements and actions. • Demonstrate increasing rhythmic accuracy. • Select appropriate movements to support different dance ideas and repeat short dance phases and simple dances. 		<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> • Perform an increasing range of movements and actions with control and expression. • Demonstrate an increasing awareness of phrasing and music. • Select movements that demonstrate an understanding of mood and feeling. • Repeat dance phrases and simple dances with accuracy and control. • Explore, improvise and combine ideas and movements effectively and perform with an awareness of rhythm and expression. • mprovise freely alone/with a partner translating ideas from stimuli and create and link movements, dance phrases and motifs. 		<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> • Rehearse, refine and repeat short dance sequences with style and artistic attention. • Perform to an accompaniment expressively and sensitively. • Use an increasing range of complex composition principles to create dances. • Create and structure motifs, phrases, sections and whole dances. • Show a good understanding of musical structure, rhythm and mood 	
Athletics	<p>Year R Running</p> <ul style="list-style-type: none"> • Run in different ways for a variety of purposes. <p>Jumping</p> <ul style="list-style-type: none"> • Jump in a range of ways, landing safely. <p>Throwing</p> <ul style="list-style-type: none"> • Roll equipment in different ways. • Throw underarm. • Throw an object at a target <p>Compete/Perform</p> <ul style="list-style-type: none"> • Control their body when performing a sequence of movements. Participate in simple games 	<p>Year 1 Running</p> <ul style="list-style-type: none"> • 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 <p>Jumping</p> <ul style="list-style-type: none"> • 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. • Work with a partner to develop the control of their jumps <p>Throwing</p> <ul style="list-style-type: none"> • Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power <p>Compete/Perform</p> <ul style="list-style-type: none"> • Begin to perform learnt skills with some control. • Engage in competitive activities and team games. 	<p>Year 2 Running</p> <ul style="list-style-type: none"> • Run at different paces, describing the different paces. • Use a variety of different stride lengths. • Travel at different speeds. • Begin to select the most suitable pace and speed for distance. • 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. <p>Jumping</p> <ul style="list-style-type: none"> • Perform and compare 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. • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with accuracy and control. • Choose the most appropriate jumps to cover different distances. • Know that the leg muscles are used when performing a jumping action <p>Throwing</p> <ul style="list-style-type: none"> • Throw different types of equipment in different ways, for accuracy and distance. • Throw with accuracy at targets of different heights. <p>Compete/Perform</p> <ul style="list-style-type: none"> • Perform learnt skills with increasing control. • Compete against self and others. 	<p>Year 3</p> <ul style="list-style-type: none"> • Begin to run at speeds appropriate for the distance. • Perform a running jump with some accuracy. • Perform a variety of throws using a selection of equipment. • Use equipment safely and with good control. 	<p>Year 4</p> <ul style="list-style-type: none"> • Begin to build a variety of running techniques and use with confidence. • Perform a running jump with more than one component. e.g. hop skip jump (triple jump). • Demonstrate accuracy in throwing and catching activities. • Describe good athletic performance using correct vocabulary. 	<p>Year 5</p> <ul style="list-style-type: none"> • Begin to record own and other's performances, and evaluate these. • Demonstrate accuracy and confidence in throwing and catching activities. • Describe good athletic performance using correct vocabulary. 	<p>Year 6</p> <ul style="list-style-type: none"> • Use and apply effectively a range of different throwing techniques. • Take part in a wide range of athletic events confidently. • Show good control, speed, stamina, strength and pacing. • Adapt skills and techniques to different challenges and equipment



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Invasion Games		<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> Use a range of throwing and catching skills with control to keep possession and score points/goals Be aware of space and members of the opposition Use a variety of simple tactics for attacking and keeping possession Understand basic principles of defending and attacking Accurately follow an increasing number of rules 	<p>Year 3</p> <ul style="list-style-type: none"> Use different techniques for passing, controlling, dribbling and shooting within a game Mark opponents and support players in defence Identify tactics to help the team keep possession of the ball and take it to the oppositions end Demonstrate a secure understanding of the rules of different games 	<p>Year 4</p> <ul style="list-style-type: none"> Use different techniques confidently for passing, controlling, dribbling and shooting within a game Use a range of tactics to attack and defend Interpret the rules of different games Begin to describe and evaluate different skills and techniques used in games 	<p>Year 5</p> <ul style="list-style-type: none"> Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting within a game Use marking, tackling and interception to improve defence Apply principles of team play to keep possession and score points/goals Understand the position they are playing and how to contribute when attacking and defending Apply rules consistently and fairly 	<p>Year 6</p> <ul style="list-style-type: none"> Use a wide range of good quality skills effectively Make and apply a range of decisions quickly and appropriately in games Choose skills and tactics that meet the needs of the game situation Play in both attacking and defensive positions effectively, and take responsibility for judgements and decision making in game play
Striking & Fielding		<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> Use with increasing accuracy underarm and overarm throwing and hitting skills Track, intercept, stop and catch balls and bean bags Begin to understand and follow the rules of simple games 	<p>Year 3</p> <ul style="list-style-type: none"> Use with increasing accuracy underarm and overarm throwing and hitting skills Track, intercept, stop and catch balls, showing anticipation of where they will go Demonstrate an awareness of what is going on around them and start to understand tactics within a game Understand and apply the rules of simple games 	<p>Year 4</p> <ul style="list-style-type: none"> Hit a bowled ball with intent and force Use a range of fielding skills with control and consistency Make good tactical decisions quickly within a game Identify strengths and suggest practises to help improve skills Describe the features of successful game play. Understand and apply a range of rules 	<p>Year 5</p> <ul style="list-style-type: none"> Bat, bowl and field with control, showing demonstrating a range of effective techniques Use and adapt a range of individual and team tactics when batting and fielding Identify strengths and weaknesses and devise practises that lead to improvement Apply a range of rules consistently and fairly 	<p>Year 6</p> <ul style="list-style-type: none"> Bat bowl and field with control selecting and applying a range of increasingly complex techniques and skills Take a leading role in games and have an impact Identify how team and individual tactics are being varied and anticipate the impact this will have on the game Evaluate and suggest improvements for own and others batting, bowling and fielding skills, devising practises that lead to improvement and explaining these in increasing detail
Net / Wall Games			<p>Year 3</p> <ul style="list-style-type: none"> Hit a ball with basic control, using both forehand and backhand technique Send and receive a ball using a range of techniques and skills accurately Choose and use a range of simple tactics Understand and apply simple rules 	<p>Year 4</p> <ul style="list-style-type: none"> Play forehand and backhand strokes demonstrating the correct technique Know where to stand on court and demonstrate an understanding of simple principles of attacking and defending Understand and apply rules fairly 	<p>Year 5</p> <ul style="list-style-type: none"> Demonstrate good positional awareness and move around the court effectively to return opponent's shots Play attacking and defensive forehand and backhand strokes Serve accurately to begin a game Choose and apply tactics for attacking and defending effectively Understand and apply rules fairly and consistently 	<p>Year 6</p> <ul style="list-style-type: none"> Demonstrate good positional awareness and tactical understanding to move around the court efficiently to return opponent's shots Begin to use an increasing range of strokes (volley, drop shot lob) to gain an advantage over an opponent Serve with increased power and accuracy to begin a game Understand and apply different tactics for defending and attacking in game play and show good decision making
Outdoor and Adventurous Activities		<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> Develop listening skills Listen to instructions from a partner/ adult Discuss and work with others in a group 	<p>Year 3</p> <ul style="list-style-type: none"> Develop listening skills Listen to instructions from a partner/ adult Begin to think activities through and problem solve with support Discuss and work with others in a group 	<p>Year 4</p> <ul style="list-style-type: none"> Develop strong listening skills Use simple maps Begin to think activities through and problem solve Choose and apply strategies to solve problems with support 	<p>Year 5</p> <ul style="list-style-type: none"> Develop strong listening skills Use and interpret simple maps Think activities through and problem solve using general knowledge with support 	<p>Year 6</p> <ul style="list-style-type: none"> Develop strong listening skills Use and interpret an increasing range of simple maps Think activities through and problem solve using general knowledge



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			<ul style="list-style-type: none"> Demonstrate an understanding of how to stay safe 	<ul style="list-style-type: none"> Discuss and work with others in a group Demonstrate an understanding of how to stay safe 	<ul style="list-style-type: none"> Choose and apply strategies to solve problems with support Discuss and work with others in a group Demonstrate an understanding of how to stay safe 	<ul style="list-style-type: none"> Choose and apply strategies to solve problems Discuss and work with others in a group Demonstrate an understanding of how to stay safe
Swimming	<p>Year R</p> <ul style="list-style-type: none"> Enter and exit the water safely Walk on the bottom of the pool whilst holding on to the side Hold on to the rail and move (hand over hand) around the shallow end Splash water on their faces Blow bubbles into the water Hold onto the rail and kick legs Lie on their fronts holding a float to their chest (begin to kick legs) Lie on their backs holding a float to their chest (begin to kick legs) Begin to use a "woggle" to 	<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> Enter and exit the water carefully and confidently using the correct technique move across the pool, e.g. walking, running, hopping with or without swimming aids begin to swim short distances of between 5 and 20 metres using aids and later without them Explore freely how to move in and under water talk about what their body feels like in water with support and swimming aids, use a range of arm and leg actions to propel themselves at first upright, then horizontally through the water gradually coordinate the actions so they control the balance and movement of their bodies keep afloat when stretched out on the surface of the water showing different body shapes Swim a short distance (between 5m and 10m) unaided in shallow water using their arms and legs to propel them and using one basic method to cover distance (end of KS1) 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> Move on and below the surface showing confidence and enjoyment in the water With the support of swimming aids, use a range of arm and leg actions to propel themselves horizontally through the water on their fronts and backs Swim a short distance (between 10m and 20m) unaided in deep water using their arms and legs to propel them and using one basic method to cover distance (end of Y4) 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> Swim confidently and fluently on the surface and under water swim on their front and back using smooth coordination arm and leg actions move comfortably with controlled breathing both on the surface and under water swim in a controlled and fluent manner when using back crawl, front crawl and breast stroke know and use personal survival techniques, e.g. floating, sculling and surface diving answer any tasks by using varied and appropriate strokes and personal survival skills swim at least 25 metres using a recognised stroke with confidence (end of KS2) 		