

Hallgate Primary School - Progression in Physical Education
Foundation Stage to Year 6

Athletics									
PE Aspect	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
Athletics (running)	Develop their movement skills to walk and run	Revise and refine fundamental movement skills; Walking and running	Pupils can vary their pace and speed when running	Pupils begin to alter their pace to run short distance and long distance	Pupils alter their pace to run short distance and long distance	Pupils use a range of techniques to run short distance and long distance	Pupils use a range of techniques when running different distances	To use a range of techniques when running different distances with confidence	
			Pupils take part in an obstacle course	Pupils begin to take part in a relay	Pupils take part in a relay and use the correct pace.	Pupils can perform a relay and develop the baton changeover technique.	Pupils perform a relay and focus on the baton changeover technique.	Pupils work as a team to competitively perform a relay.	
Athletics (jump)	Develop their movement skills to hop and jump	Revise and refine fundamental movement skills; hopping and jumping	Pupils jump from a standing position with basic control and coordination	Pupils jump from a standing position with accuracy, control and coordination	Pupils perform a three jumps together to see how far they can jump.	Pupils perform a standing jump with more than one component. · e.g. hop skip jump (triple jump)	Pupils perform a triple jump using a hop, skip and jump smoothly	Pupils perform a running jump with more than one component accurately with the correct foot. · e.g. hop skip jump (triple jump)	
Athletics (throw)	Show a preference for dominant hand	Pupils can push with their dominant hand	Pupils perform a variety of throws with basic control and coordination	Pupils perform a variety of throws with control and coordination.	Pupils perform a variety of throws using a selection of equipment.	Pupils demonstrate accuracy in throwing and catching activities and hit a target.	Pupils demonstrate accuracy and confidence in throwing and catching activities.	Pupils demonstrate accuracy and confidence in throwing and catching activities.	

Dance								
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
To be able to use and remember sequences and patterns in music that are related to music and rhythm	Progress to a more fluent style of moving, with developing control and grace	Pupils can move in relation to the music with appropriate movements and actions.	Pupils can move to the music by responding with appropriate movements and actions using their whole body.	Pupils will respond to the music with appropriate actions	Pupils will perform with big and clear movements that flow.	Pupils will perform convincingly in character	Pupils will perform with clarity, fluency, accuracy and consistency.	

To develop moving energetically with some control	Move energetically, such as dancing, skipping and hopping	Pupils to create ideas for movement	Pupils can create ideas for movement linked to a variety of characters	Pupils will perform with expressions	Pupils will perform with expression and stay in character	Pupils can perform with flow and big bold actions accurately	Pupils will execute movements and balances with accurate expression	
To try to move with the music	-Agility needed to complete PE lessons	Pupils can ensure their movements are big and clear.	Pupils listen to the music and make decisions on how to move in response.	Pupils will include emotion to tell a story.	Pupils will successfully execute their sequences in canon	Pupils can perform with dynamic.	Pupils will execute movements and balances with accurate emotion.	
To copy a sequence of moves	-Combine different movements with ease and fluency	Pupils will work well with others to create movements and sequences.		Pupils will work successfully with their partner to execute their sequences in unison.	Pupils will successfully execute their sequences in unison	Pupils can perform with change of level	Pupils will perform with clarity, fluency, accuracy and consistency as part of a big group.	
To perform a simple dance to peers	Perform songs, rhythms, poems and stories with others, and to try to move in time with the music	Pupils to perform a dance sequence to their peers	Pupils will develop honest feedback to their peers	Pupils will apply cooperation and encouragement. as they give feedback to peers	Pupils will refine their ability to evaluate others' performances.	Pupils will consolidate their ability to evaluate their own and others' performances.	Pupils will make effective evaluations of an individual, pairs' or groups strengths and weaknesses.	
						Pupils will apply effective decision making as they construct their sequences.	Pupils will reflect on their own performances.	

Gymnastics								
F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
To develop their movement and balancing skills	Develop overall body strength, balance, coordination and agility need. Use core muscle strength to achieve a good	Pupils perform balance shapes using big body parts	Pupils will perform balance shapes using small body parts	Pupils can perform symmetrical balances	Pupils perform an individual bridge balance	Pupils to perform a pair counter balance	Pupils to perform a matching sequence to a ten part sequence using different levels e.g. balance, roll, balance, jump, balance, roll,	

	posture when sitting at a table or sitting on the floor						balance, step, jump, balance	
To go up stairs, climb up apparatus, using alternative feet	Revise and refine these fundamental movement skills; rolling, hopping, skipping, climbing, crawling Move energetically, such as climbing	Pupils to perform steps	Pupils to perform rolls	Pupils can perform asymmetrical balances	Pupils perform a pair bridge balance on apparatus	Pupils to perform a counter tension	Pupils to perform a matching sequence to a ten part sequence using different levels and application e.g. balance, roll, balance, jump, balance, roll, balance, step, jump, balance	
To skip, hop, stand on one leg and hold a pose	Revise and refine these fundamental movement skills; jumping	Pupils to perform jumps	Pupils to add four movements together e.g. balance, step, roll and balance or balance, jump, roll and balance	Pupils to link symmetrical and asymmetrical balances into a five part sequence. e.g. symmetrical balance, roll, asymmetrical balance, jump, symmetrical balance.	Pupils to link individual and pair balances together into a six part sequence e.g. individual balance, roll, pair balance, jump, step balance	Pupils to link a pair counter balance and a counter tension balance to a 8 part sequence using different levels e.g. pair counter balance, roll, balance, jump, balance, step, jump, counter tension balance	Pupils to perform a mirroring sequence to a ten part sequence using different levels e.g. balance, roll, balance, jump, balance, roll, balance, step, jump, balance	
To match their developing physical skills to tasks and activities in the setting	Confidently and safely use a range of large and small indoor and outdoor apparatus, alone or in a group Negotiate space and obstacles safely, with coordination for themselves and others	Pupils to add three movements together e.g. balance, step, balance or balance, jump, balance	Pupils to add four movements together using an application e.g. balance, step, roll and balance or balance, jump, roll and balance	Pupils to link symmetrical and asymmetrical balances into a five part sequence using an application. e.g. symmetrical balance, roll, asymmetrical balance, jump, symmetrical balance.	Pupils to link individual and pair balances together into a six part sequence using an application e.g. individual balance, roll, pair balance, jump, step balance	Pupils to link a pair counter balance and a counter tension balance to a 8 part sequence using different levels and application e.g. pair counter balance, roll, balance, jump, balance, step, jump, counter tension balance	Pupils to perform a mirroring sequence to a ten part sequence using different levels and application e.g. balance, roll, balance, jump, balance, roll, balance, step, jump, balance	

<p>Games (feet/ football)</p>	<p>Show preference for a dominant hand</p> <p>Continue to develop their movements of ball skills</p> <p>Increasingly follow the rules, understanding why they are important</p> <p>Remember rules without an adult reminder</p> <p>Collaborate with others</p>	<p>Create collaboratively, sharing resources and skills</p> <p>Listen attentively</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Work and play cooperatively and take turns with others</p> <p>Negotiate space and obstacles safely, with coordination for themselves and others</p> <p>Move energetically, such as running and jumping.</p>	<p>Pupils to kick (dribble) a ball with increasing control</p> <p>Pupils to explore kicking the ball in different ways</p> <p>Pupils to move into space avoiding other pupils</p>	<p>Pupils move the ball with control</p> <p>Pupils move the ball using the insides and outsides of their feet</p> <p>Pupils move the ball around the space keeping away from the defenders</p>	<p>Pupils dribble whilst keeping control</p> <p>Pupils adopt the correct technique when passing?</p> <p>Pupils create space whilst keeping possession?</p>	<p>Pupils ready to receive the ball and are on their toes?</p> <p>Pupils can attack without the ball move into a space to receive it</p> <p>Pupils change speed and direction (turn) when dribbling even when pressure is applied</p>	<p>Pupils are able to dribble accurately and consistently</p> <p>Pupils prevent an attacker passing them by selecting and applying the correct technique or method when defending</p> <p>Pupils adopt the correct shooting technique</p>	<p>Pupils will apply a refined understanding of passing to score points against another team</p> <p>Pupils will apply a refined understanding of dribbling to score points against another team</p> <p>Pupils will demonstrate resourcefulness and problem solving skills by creating a range of attacking tactics in their games</p>	
<p>Tag rugby/ Hands</p>		<p>Manage their own basic hygiene and personal needs, including dressing.</p>	<p>Pupils to receive a ball</p> <p>Pupils to stop a ball</p> <p>Pupils to send a ball towards a target</p>	<p>Pupils to pass with developing accuracy</p> <p>Pupils to move with developing accuracy</p>	<p>Pupils to pass backwards to keep possession</p> <p>Pupils move to outwit an opponent</p> <p>Pupils to tag an opponent</p> <p>Pupils to score a try by placing a ball</p>	<p>Pupils to create a secure understanding of passing</p> <p>Pupils to tag an opponent to defend</p> <p>Pupils to create a secure understanding of moving to create</p>	<p>Pupils to pass accurately and consistently</p> <p>Pupils to move accurately and consistently</p> <p>Pupils to apply tactics to defend</p>	<p>Pupils to refine how to pass to make a successful attack</p> <p>Pupils to refine how to move to make a successful attack</p> <p>Pupils to apply defence</p>	

						space to score	Pupils to apply tactics to attack	tactics and apply it to a game situation Pupils to apply attack tactics into a game situation	
Dodgeball			<p>Pupil able to run and stay in a space</p> <p>Pupils to hold a ball correctly</p> <p>Pupils to be able to run away from the ball</p>	<p>Pupils to stay in a space to avoid defenders</p> <p>Pupils to throw a ball at a target</p> <p>Pupils able to dodge using the effective technique</p>	<p>Pupils to develop dodging to outwit an opponent</p> <p>Pupils to develop throw a ball to outwit an opponent</p> <p>Pupils to use catching skills to outwit an opponent</p>	<p>Pupil to apply a secure understanding of dodging (including jumping and dunking) to outwit an opponent</p> <p>Pupils to apply a secure understanding of throwing a ball to outwit an opponent</p> <p>Pupils to apply a secure understanding of catching skills to outwit an opponent</p>	<p>Pupils to consolidate their application of dodging (including jumping and dunking) to outwit an opponent</p> <p>Pupils to consolidate their application of throwing a ball to outwit an opponent</p> <p>Pupils to consolidate their application of catching skills to outwit an opponent</p>	<p>Pupils to refine their application of dodging (including jumping and dunking) to outwit an opponent</p> <p>Pupils to refine their application of throwing a ball to outwit an opponent</p> <p>Pupils to refine their application of catching skills to outwit an opponent</p>	
Games for understanding			<p>Pupils can follow the rules in a game</p> <p>Pupils can tag an attacker</p>	<p>Pupils take turns and work collaboratively</p> <p>Pupils move into a space to keep away from defenders</p>					

			Pupils change direction to attacker others						
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Outdoor adventure									
	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
	<p>Select and use activities and resources, with help when needed</p> <p>Choose the right resources to carry out their own plan</p> <p>Collaborate with others</p> <p>Respond to what they have heard, expressing thoughts and feelings</p>	<p>Manage their own needs</p> <p>Know and talk about the different factors that support overall health and wellbeing.</p> <p>Return to and build on previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing idea, resources and skills</p> <p>Listen attentively and express their feelings and responses</p> <p>Be confident to try new activities</p> <p>Show independence, resilience and perseverance in</p>	<p>Pupils to help each other</p> <p>Pupils to listen to their team members</p> <p>Pupils to play the rules</p>	<p>Pupils to understand why they need to include everybody</p> <p>Pupils create and apply simple strategies</p> <p>Pupils to complete a challenge</p>	<p>Pupils to identify aspects on the map</p> <p>Pupils to understand their role in a team</p> <p>Pupils listen to each other's ideas</p>	<p>Pupils to locate and find points</p> <p>Pupils to orientate a map correctly</p> <p>Pupils to work as a team to complete a challenge</p>	<p>Pupils to plan a route correctly</p> <p>Pupils to follow a route in order</p> <p>Pupils to lead others in the group</p> <p>Pupils to suggest good ideas to complete challenges</p>	<p>Pupils to create a route that makes sense</p> <p>Pupils to lead a group in an effective way</p> <p>Pupils to control their emotions even when they find an activity challenging</p>	

		the face of challenge							
		Work and play cooperatively							
		Manage their own basic hygiene and personal needs, including dressing.							