

Birley Spa Primary Academy – PE Curriculum Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children show good control and co-ordination in large and small movements.	National Curriculum. Pupils should be taught to: <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. • perform dances using simple movement patterns. • swim competently, confidently and proficiently over a distance of at least 25 meters 		National Curriculum. Pupils should be taught to: <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • take part in outdoor and adventurous activity challenges both individually and within a team 			
Acquiring and Developing Skills	<p>Dance- Travel on feet - walk, hop, skip, run, bounce For instance, To explore different body parts and how they move and remember and repeat actions. – Summer 1 lesson 3 Dance lesson 3</p> <p>Games- Throw and catch a ball For instance, To develop bouncing and catching a ball. - Spring 2 lesson 4</p> <p>Gym- Perform basic gymnastic actions like travelling, jumping and turning For instance, To copy and create short sequences linking actions together. - Spring 1 lesson 6</p>	<p>Dance- Follow the leader – jumps, hops, skips For instance, copy, repeat and choose actions that represent the theme - Autumn 2 lesson 7 Dance Lesson 7</p> <p>Games - Throw and catch a ball with a partner with increasing accuracy over a variety of distances For instance, explore throwing with accuracy towards a target – Autumn 1 lesson 3</p> <p>Gym- Perform basic gymnastic actions like travelling rolling and jumping For instance, explore travelling movements using the space around you - Spring 1 lesson 1</p>	<p>Dance- Can link several movements together For instance, create a short dance phrase with a partner showing clear changes of speed - Autumn 2 lesson 8 Dance Lesson 8</p> <p>Games- Pass a ball accurately to a partner over a variety of distances, varying direction For instance, develop co-ordination and technique when throwing and catching – Autumn 1 lesson 5</p> <p>Gym - Perform a variety of rolls For instance, develop rolling and sequence building - Spring 1 lesson 5</p>	<p>Dance- Can link several movements together with control and co-ordination For instance, remember and repeat actions, using dynamics to clearly show different phrases – Summer 2 lesson 5 Dance Lesson 5</p> <p>Games- Throw at a target, receive with hands, feet and stick For instance, explore and develop a variety of throwing techniques – Spring 1 lesson 3</p> <p>Gym- Perform a variety of rolls with increasing control For instance, develop the straight, barrel, and forward roll - Autumn 1 lesson 3</p> <p>Athletics – develop basic running, jumping and throwing techniques. For instance, develop the sprinting technique and improve on your personal best. – Summer 2 lesson 1</p> <p>Outdoor and Adventurous Activity - orientate a map, identify key symbols and follow routes. For instance, identify objects on a map, draw and follow a simple map. - Spring 1 lesson 5</p>	<p>Dance- Improvise freely with a partner translating ideas from stimuli to movement For instance, use action and reaction when creating ideas with a partner – Spring 2 lesson 6 Dance Lesson 6</p> <p>Games- Travel with a ball showing control For instance, develop dribbling using the reverse stick (Indian dribble) – Spring 1 lesson 3</p> <p>Gym- Perform a competent forward roll, rug roll, shoulder roll For instance, develop the straight, barrel, forward and straddle roll - Autumn 1 lesson 4</p> <p>Athletics – develop basic running, jumping and throwing techniques and measure, time and record scores. For instance, develop technique when jumping for distance. – Summer 2 lesson 3</p> <p>Outdoor and Adventurous Activity - orientate a map, identify key symbols and follow routes whilst children plan, solve, reflect and improve on strategies. For instance, develop trust whilst listening to others and following instructions.- Spring 1 lesson 4</p>	<p>Dance- Respond to a variety of stimuli showing a range of actions performed with control and fluency For instance, create a dance using a random structure and perform the actions showing quality and control – Spring 1 lesson 1 Dance Lesson 1</p> <p>Games- Travel with a ball showing changes of speed and directions using either hand or foot For instance, use stepping, dribbling and passing skills to create space, move towards goal and away from defenders – Autumn 1 lesson 2</p> <p>Gym- Perform a range of rolls including backwards roll consistently For instance, develop the straight, forward, straddle and backward roll - Autumn 2 lesson 2</p> <p>Athletics - set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. For instance, develop throwing with greater control and technique. - Summer 2 lesson 6.</p> <p>Outdoor and Adventurous Activity - orientate and navigate using a map whilst being encouraged to be inclusive of others and share ideas. For instance, navigational skills and map reading. - Spring 2 lesson 5</p> <p>Swimming - Use a range of strokes effectively</p>	<p>Dance- Perform a variety of dance styles with accuracy and consistency For instance, select actions and dynamics to convey different characters – Spring 1 lesson 6 Dance Lesson 6</p> <p>Games- Dribble effectively around obstacles. Show precision and accuracy when sending and receiving For instance, develop protective dribbling against an opponent – Spring 2 lesson 1</p> <p>Gym- Perform a range of rolls showing different entrances and exits For instance, be able to develop the straddle, forward and backward roll - Autumn 1 lesson 1</p> <p>Athletics – set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing - improve by identifying areas of strength as well as areas to develop. For instance, work collaboratively with a partner to set a steady pace. – Summer 2 lesson 1</p> <p>Outdoor and Adventurous Activity - orientate and navigate using a map whilst creating strategies and plans to produce the best solution to a challenge. For instance, work as a team to solve problems, sharing ideas and collaborating with one another. – Spring 2 lesson 2</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Selecting and Applying Skills, tactics and compositional ideas</p>	<p>They work as part of a group or class, and understand and follow the rules.</p> <p>Children play co-operatively, taking turns with others.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	<p>National Curriculum. Pupils should be taught to:</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 		<p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 				
	<p>Dance- Link combinations of travelling, balancing and jumping and combine with changes of direction, speed and shape <i>For instance, To explore different body parts and how they move and remember and repeat actions. – Summer 1 lesson 3</i></p> <p>Games- Apply simple rules when practising skills and playing games <i>For instance, To be able to play games showing an understanding of the different roles within it. Summer 2 - lesson 3</i></p> <p>Gym- Respond to simple movement tasks. Link combinations of actions <i>For instance, To copy and create short sequences linking actions together. - Spring 1 lesson 6</i></p>	<p>Dance- Compose and link movement phrases to make simple dances with clean beginning, middle and end <i>For instance, show changes in expression, level and shape - Autumn 2 lesson 8</i></p> <p>Games - Choose and use skills effectively for particular games <i>For instance, To understand who to pass to and why when playing against a defender. - Autumn 1 lesson 2</i></p> <p>Gym - Make up simple movement phrases in response to simple tasks <i>For instance, explore travelling movements using the space around you - Spring 1 lesson 1</i></p>	<p>Dance- Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings <i>For instance, copy, remember and repeat actions using facial expressions to show different characters - Autumn 2 lesson 3</i></p> <p>Games- They vary skills and show some understanding of simple tactics <i>For instance, To learn to apply simple tactics for attacking and defending. Autumn 1 - lesson 6</i></p> <p>Gym- Choose, use and vary simple compositional ideas to create and perform a sequence <i>For instance, develop sequence work on apparatus - Spring 1 lesson 6</i></p>	<p>Dance- Devise perform and repeat longer movement phrases, step patterns and dances showing contrasts e.g. fast/slow, high/low <i>For instance, use transitions and changes of timing to move into and out of shapes - Summer 2 lesson 8</i></p> <p>Games- Devise own simple rules, apply them consistently and without dispute <i>For instance, To apply defending and attacking principles and skills in a hockey tournament. - Summer 1 lesson 6</i></p> <p>Gym- Devise, perform and repeat short sequences of movement with a beginning, middle and end that includes obvious contrasts <i>For instance, create a sequence with matching and contrasting actions and shapes - Autumn 1 lesson 5</i></p> <p>Athletics – know how to increase the distance that a thrown object travels through effective technique <i>For instance, develop throwing for distance and accuracy.- Summer 2 lesson 4</i></p> <p>Outdoor and Adventurous Activity - Knows how to follow a route safely <i>For instance, be able to orientate a map and navigate around a grid. - Spring 1 lesson 6</i></p>	<p>Dance- Apply basic compositional ideas to create dance which convey feelings and emotions <i>For instance, choose actions which relate to the theme - Spring 2 lesson 2</i></p> <p>Games- In pairs, make up and play a simple game <i>For instance, To play apply skills learnt to mini cricket. - Summer 1 lesson 6</i></p> <p>Gym- Plan and perform a movement sequence showing contrasts in speed, level and direction <i>For instance, be able to create a partner sequence to include apparatus - Autumn 1 lesson 6</i></p> <ul style="list-style-type: none"> Athletics – Knows how to sprint over a short distance and understands that a sprint style can't be sustained over a long distance <i>For instance, develop stamina and an understanding of speed and pace in relation to distance. – Summer 2 lesson 1</i> <p>Outdoor and Adventurous Activity - Knows how to follow a route within a time limit <i>For instance, involve all team members in an activity and work towards a collective goal.</i></p>	<p>Dance- Create and perform dances using a range of movement patterns in response to a range of stimuli <i>For instance, understand how changing the dynamics of an action changes the appearance of the performance - Spring 1 lesson 2</i></p> <p>Games- Effectively play a competitive net/wall game <i>For instance,</i></p> <p>Gym- Develop a longer and more varied movement sequence demonstrating smooth transitions between actions <i>For instance, be able to perform progressions of inverted movements - Autumn 2 lesson 4</i></p> <p>Athletics – Knows how to combine running and jumping in the context of a triple jump. <i>For instance, develop technique and co-ordination in the triple jump. - Summer 2 lesson 4</i></p> <p>Outdoor and Adventurous Activity - Knows the approximate amount of time that their own devised route will take and is able to follow a set route within an allocated time limit <i>For instance, develop tactical planning and problem solving. - Spring 2 lesson 3.</i></p> <p>Swimming - Perform safe self-rescue in different water-based situations.</p>	<p>Dance- Extend compositional skills incorporating a wider range of dance styles and forms <i>For instance, work collaboratively with a partner to explore and develop the dance idea - Spring 1 lesson 2</i></p> <p>Games- Play recognised version of net game showing tactical awareness and knowledge of rules and scoring <i>For instance,</i></p> <p>Gym- Plan and perform with precision, control and fluency, a movement sequence showing a wider range of actions including variations in levels, speed and directions <i>For instance, be able to create a group sequence using formations and apparatus - Autumn 1 lesson 6</i></p> <p>Athletics – Knows how demonstrate stamina and increase strength <i>For instance, work collaboratively with a partner to set a steady pace. – Summer 2 Lesson 1</i></p> <p>Outdoor and Adventurous Activity - Plan a strategy with others and navigate a route competitively <i>For instance, share ideas and work as a team to solve problems. – Spring 2 lesson 4</i></p>	

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Evaluating and Improving Performance	<p>Children are confident about trying new activities, and say why they like some activities more than others.</p> <p>They are confident speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p> <p>They take account of one another's ideas about how to organise their activity.</p>		<p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			
	Respond positively to suggestions for improving their skill	Describe and comment on their own and others actions: Can describe what they have done Can watch others and say what they are doing	They can talk about differences between their own and others' performance and suggest improvements	Assess their own performance identifying what they do well and what they find difficult. Make some simple suggestions on how individual and team performance might be improved	Describe and comment on their own performance and that of others and make simple suggestions to improve quality	From observation of others, begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis

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Knowledge and Understanding of Fitness and Health	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.		National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> perform safe self-rescue in different water-based situations 		National Curriculum Pupils should be taught to: <ul style="list-style-type: none"> perform safe self-rescue in different water-based situations 		
	Observe that the body becomes tired during exercise and vigorous exercise results in being out of breath.	Can describe how their bodies feel when still and when exercising. Can talk about how to exercise safely.	They can understand how to exercise and describe how their bodies feel during different activities.	Know and understand the reasons for warming up. Compare and contrast breathing and heart rates when resting and exercising. Can play team games safely e.g. avoiding collisions or hitting other players.	Children suggest appropriate warm up ideas. Children dress appropriately for PE. Children work in a responsible and safe manner. Children recognise changes in body temperature, heart rate and breathing.	Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.	Can show responsibility for personal warm up programmes specific to the activity. Demonstrate all round safe practice, including handling of equipment, safety of self and others, playing within accepted rules and conventions.

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End of Year Expectations						
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<p>(Early Learning Goals)</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>Games</u></p> <ul style="list-style-type: none"> *I throw underarm. *I hit a ball with a bat. *I move and stop safely. *I throw and catch with both hands. *I throw and kick in different ways. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> *I make my body curled, tense, stretched and relaxed. *I control my body when travelling and balancing. *I copy sequences and repeat them. *I roll, curl, travel and balance in different ways. <p><u>Dance</u></p> <ul style="list-style-type: none"> *I move to music. *I copy dance moves. *I perform my own dance moves. *I make up a short dance. *I move safely in a space. <p><u>General</u></p> <ul style="list-style-type: none"> *I copy actions. *I repeat actions and skills. *I move with control and care. *I use equipment safely. 	<p><u>Games</u></p> <ul style="list-style-type: none"> *I use hitting, kicking and/or rolling in a game. *I decide the best space to be in during a game. *I use a tactic in a game. *I follow rules. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> *I plan and perform a sequence of movements. *I improve my sequence based on feedback. *I think of more than one way to create a sequence which follows some 'rules'. *I work on my own and with a partner. <p><u>Dance</u></p> <ul style="list-style-type: none"> *I change rhythm, speed, level and direction in my dance. *I dance with control and coordination. *I make a sequence by linking sections together. *I use dance to show a mood or feeling. <p><u>General</u></p> <ul style="list-style-type: none"> *I copy and remember actions. *I talk about what is different from what I did and what someone else did. 	<p><u>Games</u></p> <ul style="list-style-type: none"> *I throw and catch with control. *I am aware of space and use it to support team-mates and to cause problems for the opposition. *I know and use rules fairly. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> *I adapt sequences to suit different types of apparatus and criteria. *I explain how strength and suppleness affect performance. *I compare and contrast gymnastic sequences. <p><u>Dance</u></p> <ul style="list-style-type: none"> *I improvise freely and translate ideas from a stimulus into movement. *I share and create phrases with a partner and small group. *I repeat, remember and perform phrases. <p><u>Athletics</u></p> <ul style="list-style-type: none"> *I run at fast, medium and slow speeds; changing speed and direction. *I take part in a relay, remembering when to run and what to do. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> *I follow a map in a familiar context. *I use clues to follow a route. *I follow a route safely. 	<p><u>Games</u></p> <ul style="list-style-type: none"> *I catch with one hand. *I throw and catch accurately. *I hit a ball accurately with control. *I keep possession of the ball. *I vary tactics and adapt skills depending on what is happening in a game. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> *I work in a controlled way. *I include change of speed and direction. *I include a range of shapes. *I work with a partner to create, repeat and improve a sequence with at least three phases. <p><u>Dance</u></p> <ul style="list-style-type: none"> *I take the lead when working with a partner or group. *I use dance to communicate an idea. <p><u>Athletics</u></p> <ul style="list-style-type: none"> *I run over a long distance. *I sprint over a short distance. *I throw in different ways. *I hit a target. *I jump in different ways. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> *I follow a map in a (more demanding) familiar context. 	<p><u>Games</u></p> <ul style="list-style-type: none"> *I gain possession by working a team. *I pass in different ways. *I use forehand and backhand with a racket. *I can field. *I choose a tactic for defending and attacking. *I use a number of techniques to pass, dribble and shoot. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> *I make complex extended sequences. *I combine action, balance and shape. *I perform consistently to different audiences. <p><u>Dance</u></p> <ul style="list-style-type: none"> *I compose my own dances in a creative way. *I perform to an accompaniment. *My dance shows clarity, fluency, accuracy and consistency. <p><u>Athletics</u></p> <ul style="list-style-type: none"> *I controlled when taking off and landing. *I throw with accuracy. *I combine running and jumping. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> *I follow a map into an unknown location. *I use clues and a compass to navigate a route. *I change my route to overcome a problem. *I use new information to change my route. <p><u>Swimming</u></p> <ul style="list-style-type: none"> * Swim competently, confidently and proficiently over a distance of at least 25 metres. 	<p><u>Games</u></p> <ul style="list-style-type: none"> *I play to agreed rules. *I explain rules to others. *I can umpire. *I make a team and communicate a plan. *I lead others in a game situation. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> *I combine my own work with that of others. *I sequences to specific timings. <p><u>Dance</u></p> <ul style="list-style-type: none"> *I develop sequences in a specific style. *I choose my own music and style. <p><u>Athletics</u></p> <ul style="list-style-type: none"> *I demonstrate stamina. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> *I plan a route and a series of clues for someone else. *I plan with others, taking account of safety and danger.