

Ormskirk West End Primary School – Progression in P.E Document



Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the P.E National

Curriculum.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care: 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

Personal, social and emotional development

Managing feelings and behaviour:

children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships:

children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Key Stage 1 National Curriculum Expectations

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

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2 National Curriculum Expectations

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.

Pupils should be taught to:

- 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 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
- 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.
- Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- 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.



Intent

Implement

Impact



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>Can move with control and have awareness of space</p> <p>Can know how to carry and place equipment</p> <p>Can perform movement phrases using a range of body parts and actions</p> <p>I can jump in a variety of ways and land with some control and balance</p> <p>Be able to hold balances</p> <p>Can watch, copy and describe what others have done</p> <p>Link two or more actions to make a sequence</p>	<p>Can move safely and with confidence</p> <p>Can know how to carry, lift and place equipment</p> <p>Travel by rolling forwards, backwards and sideways</p> <p>Hold a position whilst balancing on different points of the body</p> <p>Develop flexibility through rolls and stretches</p> <p>Use obtained knowledge of gymnastics to create more complex sequences</p> <p>Can watch, copy and describe what others have done</p> <p>Can improve their work using information they have gained by watching and listening</p>	<p>Can improve the quality of their actions, body shapes and balance through understanding of their own bodies</p> <p>Can know the importance of strength in different parts of the body</p> <p>Can recognise how their work can be improved</p> <p>Refine movements into sequences</p> <p>Show changes in speed, direction and level during performances</p> <p>Can make simple judgments on their own and others work</p> <p>Can use equipment in a variety of ways (e.g. vaults and balances)</p>	<p>Travel in a variety ways including flight via transfer of weight</p> <p>Use equipment in a variety of ways (e.g. vaults and balances)</p> <p>Plan and perform and repeat sequences</p> <p>Move in a clear, fluent and expressive manner</p> <p>Can create gymnastic sequences that meet a theme or set of objectives (e.g. topic, poem)</p> <p>Can develop a range of actions, body shapes and levels and include in a performance</p> <p>Can describe how their body reacts to different situations (e.g. their muscles)</p> <p>Can suggest ways performances can be improved</p> <p>Can evaluate their work and quality of their performance</p>	<p>Can perform actions in a fluent and consistent performance</p> <p>Can create sequences and adapt to variables such as feedback, the needs of a partner and the implementation of equipment</p> <p>Can evaluate and improve their own and others work</p> <p>Understand centre of gravity and use this to create interesting body shape</p> <p>Create complex and well executed sequences including:</p> <ul style="list-style-type: none"> > Travelling > Balances > Bending > Stretching > Twists > Rolls <p>can use equipment in a variety of ways (e.g. vaults and balances)</p>	<p>Can combine and perform gymnastic actions, shapes and balances fluently.</p> <p>Can develop their own sequences</p> <p>Can suggest ways of improvements (self-evaluating and peer evaluating).</p> <p>Use ideas to practise and refine gymnastics techniques learnt</p> <p>Create complex and well executed sequences that include a range of:</p> <ul style="list-style-type: none"> > Springing > Flight > Rotations > Linking shapes > Vaults > Rolls/flips <p>Hold shapes that are strong, fluent and expressive</p> <p>Can vary speed, direction, level and body rotation during floor performances</p> <p>can use equipment in a variety of ways (e.g. vaults and balances)</p>



Dance	<p>Can explore movements</p> <p>Can move confidently and safely</p> <p>Can perform phrases</p> <p>Can recognise how their body feels after exercise</p> <p>Can discuss dance ideas</p>	<p>Can explore, remember and repeat dance actions</p> <p>Can compose and perform dance and short phrases</p> <p>Can describe how different dance movements make them feel</p> <p>Can watch and describe dance phrases and dances and use what they learn to improve</p> <p>Choose appropriate movements to communicate mood, feelings and ideas</p>	<p>Can improvise freely on their own or with a partner.</p> <p>Attempt to translate abstract ideas into a dance, including moods, feelings and ideas independently</p> <p>Can create and link phrases using a simple dance structure.</p> <p>Can perform dances with an awareness of rhythm on their own or in a group.</p>	<p>Can confidently translate abstract ideas into a dance</p> <p>Use composed dances as a stimulus to create smaller routines</p> <p>Can explain the importance of warming up</p> <p>Can evaluate their own and others performances and comment on improvements</p>	<p>Can explore ideas from different dance styles.</p> <p>Can compose imaginative dance sequences and perform them expressively.</p> <p>Can organise their own warm up and cool down to suit activities.</p> <p>Can understand why it's important to warm up.</p> <p>explore and create characters and narratives through interpretive dance</p>	<p>Can explore, improvise and combine movements.</p> <p>Can create multiple structures in various sections of dance.</p> <p>Can understand why dance is good for fitness.</p> <p>Can comment on their own work and the work of others. Using feedback to improve</p> <p>Identify the muscles being warmed up during stretches</p>
Games	<p>Can throw and catch a ball with a partner</p> <p>Can move fluently by changing direction and speed easily and avoiding collisions</p> <p>Can show control and accuracy with the basic actions for rolling, underarm throwing</p> <p>Can strike and kick a ball with control</p>	<p>Can pass a ball accurately to a partner over a variety of distances</p> <p>Can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</p> <p>Can show a good awareness of others in running, chasing and avoiding games</p> <p>Can make simple decisions about when and where to run</p> <p>Can develop basic tactics for small team games</p>	<p>Can throw and catch the ball with control and accuracy</p> <p>Start to explore different ways of passing the ball (e.g. chest push, bounce pass etc)</p> <p>Understand and follow rules of games, including fair play</p> <p>Can travel whilst bouncing a ball showing control (e.g. basketball)</p>	<p>Can use different types of passing the ball with control</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Can travel whilst bouncing a ball as well as exhibiting evasion techniques</p> <p>Attempts to obtain possession of ball by starting to understand defensive techniques</p> <p>Can keep and use rules they are given</p> <p>Can try to make things difficult for their opponent by directing the ball into a space, at different speeds and height</p>	<p>Use different ball passing skills in the context of a game</p> <p>Can travel with a ball showing changes of speed and directions using either foot or hand</p> <p>Can use a range of techniques when passing, e.g. high, low, bounced, fast, slow</p> <p>Can work alone or with team mates in order to gain possession by competently marking opponent</p> <p>Can strike a ball with accuracy in a range of different games (e.g. hockey)</p> <p>Can hit the ball from</p>	<p>Confidently use a range of passes during games which are appropriate</p> <p>Can dribble effectively around obstacles and opponents</p> <p>Can show precision and accuracy when sending and receiving over short and long distances, using a variety of catching/receiving techniques</p> <p>Perform skills with accuracy, confidence and control</p> <p>Can combine and perform skills with control, adapting them to meet the needs of the</p>



					<p>both sides of the body Can judge how far they can run to score points</p>	<p>situation Play shots on both sides of the body including hitting a ball with forehand and backhand Explore and develop different ways of bowling Can play games showing tactical awareness and knowledge of rules and scoring Can respond consistently in the games they play, choosing and using skills which meet the needs of the situation Can choose when to pass or dribble, so that they keep possession and make progress towards the goal Field, defend and attack tactically by anticipating the direction of play</p>
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