PE Progression

Overarching Curriculum Intent

"***Whatever you do, work at it with all your heart***", Colossians 3:23

To ensure the individual pupil is at the heart of everything we do, taking into account background, SEND, ability, based on our key Christian Values:

Hope and Aspiration ***"We believe we can"***

To inspire our learners and the community to see learning as a joy: a gateway to a successful future.

- To ensure that pupils have experiences beyond their normal range to allow them to have new experiences and develop life skills.

Resilience and Perseverance ***"We know we can"***

- To allow children to learn about themselves as learners: to have a positive mindset and be able to have the self-belief to work through something when it is difficult.
- To set pupils work that challenges them at their level to develop as analytical problem solvers and critical thinkers.

Compassion and Forgiveness ***"Together we can"***

Recognising that everyone is different and everyone is precious, we want to foster a safe learning environment by supporting our school community to love each other unconditionally, taking care of each other and our environment.

National Curriculum Statements

EYFS	Key Stage 1	Key Stage 2
Early Learning Goals. P.E can be found in the Physical Development Statements which are: • 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.	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.	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

PE Progression

		• compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Swimming 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.	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Move freely and with pleasure and confidence in a range of ways. Experiment with different ways of moving. Complete simple sequences to different stimulus.	Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a variety of ways. Respond to different music showing a range of emotions and stimulus. Perform dance movements and	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start middle and end. On their own, remember and perform a short dance routine to	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps.	Explore and create characters and narratives in response to a range of stimuli. Develop basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control.	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Explore and experiment imaginatively with a stimulus for a given audience. Compose more complex routines	Explore, improvise and combine movement ideas fluently and effectively. Understand how a dance is formed and performed, showing an ability to evaluate, refine and develop their own and others' work. Compose more complex routines

PE Progression

		simple sequences using simple movement patterns. Be taught to remember and perform short dance routines to other children (1-8 steps)	other children (1-8 steps) Evaluate and improve a dance performance by recording and viewing their rehearsals.	Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships. Learn a variety of travels, gestures, turns, jumps and balances with good composure and control.	Learn and perform a longer dance routine to others (8-20steps) Compose short dances with clear start, middle and end on their own, with partners and in groups.	with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships. Learn and perform a dance routine to any audience with 20+ steps.	with clear sections, using unison, canon, and repetition, changing the dynamics, space and relationships. Remember and perform a dance routine to any audience with 20+ steps.
Subject specific vocabulary		**Dynamics** The qualities of movement based upon variations in speed, strength and flow. **Space** The 'where' of movement such as levels, directions, pathways, shapes, designs and patterns. **Relationships** The ways in which dancers interact; the connections between dancers.			**Canon** When the same movements overlap in time. **Repetition** Performing the same action or phrase again. **Unison** Two or more dancers performing the same movement at the same time.		

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel.	Learn a variety of basic gymnastic movements. Be still in different body shapes and balances and combine different ways of travelling.	Develop short sequences on their own. Use imagination to find different ways of using apparatus.	Develop and perform actions. Practice and concentrate on quality of movement.	Devise, perform and repeat sequences that include travel, body shapes and balances. Follow advice to change sequences,	Explore range of symmetric and asymmetric actions, shapes and balances. Control taught movements and	Make up a sequence and adapt it to different apparatus layouts. Use combinations of dynamics

PE Progression

	Experiments with different ways of moving. Jumps off an object and lands appropriately. Stand on one foot to hold a balance.	Move between mats and small apparatus and change the speed of movement. Handle apparatus safely. Recognise how it feels when the body is tense in a balance. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. Be able to stand in the crucifix position to signal a gymnastic movement has been completed.	Form simple sequences of different actions using floor and apparatus that have a clear start, middle and end. When observing others, say when a movement or skill is performed well. Describe what they have done and what they have seen. Use advice to improve outcomes by making a movement easier or harder. Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction. Be able to land in the crucifix position after jumping from a low piece of apparatus.	Link different balances moving in and out of positions of stillness. Transfer weight smoothly from one part of body to another. Use taught movements on floor and over, through/ across and along apparatus. Vary and apply taught movements on floor and apparatus. Copy a partner's sequence on floor and apparatus. Perform easy combinations of taught movements, choosing combinations that work to create a gymnastic sequence. Be able to land in the crucifix position	Including changes of dynamics. Work with a partner and small groups to create sequences, including adapting sequences to include apparatus Compare and contrast similar performances. Be able to land in the crucifix position with as little movement as possible.	combine them fluently. Be aware of extension, body tension and control. Move from floor to apparatus, changing levels and moving safely. Combine movements with others in a group (matching and mirroring). Watch a performance and evaluate its success, identifying what was performed well and what needs improving. Be able to choose a focus for improvement by identifying one or two aspects of their own performance to practice and improve.	(pathways) to use space effectively. Make up own rule for longer, more complex sequences. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) Know how gymnastics promotes strength, power and suppleness. Set out and do risk assessments on apparatus.

PE Progression

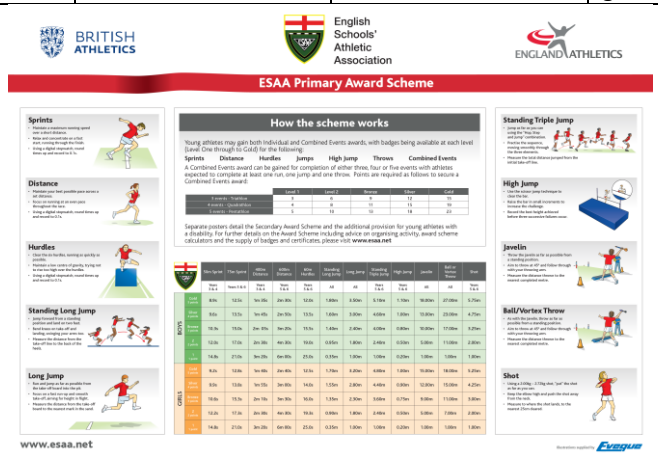
				after jumping from apparatus (within no more than two steps).			

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Can run with determination over a short distance. Beginning to use a skipping style to travel over a short distance. Can hop on both feet (bunny hop) over a short distance. Can hop on one leg in a stationary position. Can jump over a short gap (less than 50cm). Can climb over or through a low obstacle such as a hoop or a bench.	Can run at speed and for a purpose e.g., to complete a race. Can jump over (hurdle) an object, including as part of a race. Can perform a standing long jump, aiming to set a personal best. Can throw an object (bean bag or tennis ball) using an overarm technique.	Beginning to develop a dynamic starting position for races (strongest foot leading, legs bent at knee, arms ready). Beginning to use arms for power during running. Can clear a set of age-appropriate hurdles as part of a race. Develop their standing long jump technique to ensure arms are thrust forward for momentum. Develop their overarm throwing skills to incorporate a sideways stance and movement of the body at the hip.	Develop an Olympic style starting position (crouched with both hands on the line and front leg bent and back leg straight). Begin to use correct sprinting technique (head always facing forward, high knees/long strides, pumping with arms). Further develop standing long jump technique to incorporate legs bent at the knees at pushing with the quadriceps. Begin to learn the correct jumping technique for triple jump (hop, step, jump).	Actively use the Olympic starting position for dynamic speed races such as sprinting or hurdles. Use the correct sprinting technique to improve performance in dynamic speed races. Begin to develop a leading leg technique for crossing hurdles. Begin to develop sprinting stamina via learning the pace required for a 1 lap (400m type) race. Begin to develop the correct pace/running technique for middle distance races.	Refine the starting position for sprint races, correlating improvement of technique with more dynamic speed at the start of a race. Focus on continually refining technique as a way of improving performance for both sprinting and hurdles. Continue to develop sprinting stamina so that a 'kick' finish can be applied to the home straight in a 1 lap race. Refine technique so that tactics can be applied during a middle-distance race e.g., strong start, lead from the front,	Perfect the starting position for sprint races, ensuring that whole body (legs, arms, positioning) is used to maximise dynamic speed potential. Be able to establish and improve a personal best time for both sprint and hurdles, reflecting upon technique at start of and during a race. 50m – 10.6secs or less. 75m – 15.3secs or less. 400m – 2mins 10secs or less 60m hurdles – 16 secs or less Be able to complete a middle-distance race of 600m

PE Progression

				Further develop their overarm throwing technique to use the front foot as a pivot and bring the back foot through with the throw. Begin to develop the chest push technique for larger balls.	Learn the correct technique for passing the baton during relay races. Begin to develop a running approach to the long jump, using one foot to take off and landing on two. Develop use of the correct technique for triple jump, correlating improved distance with use of better technique. Develop over arm throwing skills to incorporate using the bull nosed javelin as opposed to tennis ball. Begin to use the correct technique for shot putt, placing the object under the side of the chin and using a dynamic thrust to release.	save energy for a sprint 'kick' finish. Refine skills required for both long jump and triple jump, focusing on a dynamic approach, taking off on one foot and landing on two, whilst continually striving to achieve personal best distances. Refine technique for the over-arm throw of a bull nose javelin, aiming to throw for 6m+ each time. Develop the correct technique for shot putt, through learning the body back at the hip and pivoting on the balls of each foot.	without stopping through choice of tactic and pace with a personal best of less than 3mins 30secs. Be able to complete a long jump with a personal best of 2.0m+ boys / 1.5m+ girls. Be able to complete a triple jump using the required technique of hop, skip, jump with a personal best of 4.5m+ boys / 4m+ girls. Be able to use the over-arm throw technique for the bull nose javelin with a personal best in excess of 10m+ boys / 8m+ girls. Be able to use the correct technique for throwing a shot putt with a personal best of at least

PE Progression

							3.25m+ boys / 3m+ girls.
Information re personal best targets		All personal best targets (not fully applicable until Year 6) are taken from the English Schools Athletics Association Primary Award Scheme a picture of which is seen opposite.					

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Bat and Ball • Kwik Cricket • Hockey • Tennis • Rounders	Strike a ball (self-bowled) in a general direction. Able to roll a ball towards a given target. Able to bounce a ball. Able to catch a bean bag or large soft ball (When it is thrown by an adult).	When taught, use new techniques to strike a ball. Can use a taught technique to throw a ball under or over arm. Catch and bounce a ball using two hands. Able to accurately roll a ball.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Pass and receive a ball in different ways with control and increased accuracy.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting/racquet technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick (hockey) to hit a ball with accuracy and control. Identify and apply techniques for hitting a tennis ball. Accurately serve underarm. Build a rally with a partner.	Use different techniques to hit a ball. Explore when different shots are best used. Hit a bowled ball over longer distances. Throw and catch a ball at different speeds, directions and heights.	Develop a backhand technique and use it in a game. Practise techniques for all strokes. Understand how to serve in order to start a game. Play a tennis game using an overhead serve. Use good hand-eye coordination to be

PE Progression

		Able to play simple games in small groups, applying rules and skills that have been taught.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game, including varying the types of throws used. Throw a ball for distance. Use hand-eye coordination to control a ball.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Throw a ball in different ways (e.g. high, low, fast or slow).	Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Catch with increasing control and accuracy. Develop different ways of throwing and catching. Develop a safe and effective overarm bowl.	Consolidate different ways of throwing and catching and know when each is appropriate in a game.	able to direct a ball when striking or hitting. Throw and catch accurately and successfully under pressure in a game.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Catch and Throw • Netball	Move freely using suitable spaces and speed or direction to avoid obstacles.	Travel with a ball in different ways. Travel with a ball in different directions	Bounce and kick a ball whilst moving. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success.	Show confidence in using ball skills in various ways in a game situation, and

PE Progression

• Basketball • TAG Rugby		(side to side, forwards and backwards) with control and fluency. Explore ways to send a ball or other equipment. Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Use different ways of travelling in different directions or pathways. Run at different speeds.	Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy. Participate in team games. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game.	Use two different ways of moving with a ball in a game. Using several sending and receiving techniques, improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. Play games that involve keeping possession and scoring in targets. Know which passes are best to keep possession. Know how to keep and win back possession of the ball in a team game. Use simple attacking and defending skills in a game. Use jumping and blocking skills to	Score more regularly without making mistakes. Choose and adapt their techniques to keep possession and give their team chance to shoot. Plan ideas and tactics similar across catching and throwing games. Understand simple patterns of play. Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. Pass the ball with increasing speed, accuracy and success in a game situation.	Show ways to keep ball away from defenders such as how to shield the ball, changing speed or direction with the ball. Shoot accurately in a variety of ways. Mark an opponent. Explain how confident they feel in different positions. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending.	link these together effectively. Understand different ways of attacking and using positions for their team carefully. Understand different ways defensive tactics on an individual and team level. Choose effective formations and tactics for attack and defence. Know how they support other players in attack and defence. Choose and make the best pass in a game situation, linking skills together with fluency, e.g. passing and receiving the ball on the move. Demonstrate a good awareness of space.

PE Progression

				stop a ball from travelling past them.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use defending skills, as an individual, to prevent a player from scoring	Use defending tactics, as a team, to prevent the opposition from scoring.	Keep or win back possession of the ball effectively and in a variety of ways in a team game.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Kick and Pass • Football	Move a ball with feet. Kick a large ball into a space. Attempt to stop a large ball (rolled by an adult) using feet.	Can move a ball using different parts of the foot. Can kick a ball towards a stationary target. Can attempt to track/follow a ball sent towards them.	When kicking a ball towards a target, shows balance. Can stop a ball that has been kicked to them using their feet. Can track a moving ball and attempt to	Can dribble the ball with some control, including during game situations. Can kick a ball towards a partner. Can receive a ball that has been sent to them using	When dribbling the ball, can change direction as a way of evading opponents. During a game situation, can pass and strike a ball with increasing success.	When dribbling a ball, can retain possession despite pressure from an opposition player. During a game, can successfully pass a ball to a teammate.	When dribbling, can change the direction of the ball using both the inside and the outside of the foot. Can select and apply the appropriate kicking technique (with control) for

PE Progression

			stop it with varying degrees of success. Can move to a space to help score or prevent a goal being scored. Use kicking skills in a game. Use dribbling skills in a game. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending.	different parts of the foot. Can strike a ball with different parts of the foot. Can take a penalty kick, getting the ball on target. Play games that involve keeping possession and scoring in targets. Know which passes are best to keep possession. Know how to keep and win back possession of the ball in a team game. Use simple attacking and defending skills in a game.	Can receive a ball that has been passed to them whilst under pressure e.g. within a game situation or relay race. Can strike a ball towards goal with consistent accuracy. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use defending skills, as an individual, to prevent a player from scoring	Can receive a ball that has been passed to them, even when being marked by an opponent. Can strike a ball over distance to perform a team function such as a cross, a corner or a long pass. When taking a direct free kick, can strike a ball towards the goal. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Use defending tactics, as a team, to prevent the	shot, cross, pass, corner, free kick and penalty kick. Can receive a ball that has been passed to them with consideration of the next move e.g. beating an approaching defender, shooting, creating space. Can confidently change direction to outwit an opponent. Understand different ways of attacking and using positions for their team carefully. Understand different ways defensive tactics on an individual and team level. Choose effective formations and tactics for attack and defence.

PE Progression

						opposition from scoring.	Know how they support other players in attack and defence. Demonstrate a good awareness of space. Keep or win back possession of the ball effectively and in a variety of ways in a team game.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health Related Education	Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe.	Learn the whole school warm-up for PE lessons in Key Stage 1. Talk about what our bodies do during exercise e.g breathing. Discuss how the body changes during exercise.	Actively perform the whole school warm-up for PE lessons in Key Stage 1. Talk about what our bodies do during exercise e.g breathing. Start to find their pulse. Discuss how the body changes during exercise.	Learn the whole school warm-up for PE lessons in Key Stage 2. Keep up an activity over a period of time and know why they need to warm up and cool down as part of any physical activity. Recognise and describe what their bodies feel like during different types of activity.	If confident, lead the whole school warm-up for PE lessons in Key Stage 2. Learn some of the main muscles groups during warm up and cool down. Start to take their pulse before, during and after exercise and explain the effect.	Lead whole school warm-up for PE lessons in Key Stage 2. Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. Know what muscles to warm up effectively for different exercises. Know how playing invasion games helps your fitness	Based upon whole school warm-up for PE lessons in Key Stage 2, compose and lead own warm-up for class to follow. Know what clothing and footwear is best to wear. Know how to check playing area. Can take pulse, and name some muscles correctly, and they can explain the

PE Progression

				Describe what happens to their heart, breathing and temperature during different types of athletic activity.		and benefits of playing outside of school. Understand why exercise is good for their fitness, health and well-being	effects of exercise on their body. Know the value of exercise outside of school day. Understand why exercise is good for fitness, health and wellbeing.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor and Adventurous	Can follow simple instructions. Can explain how to stay safe in the outdoor environment. Can choose appropriate clothing for different weather conditions. Can navigate their way around school forest school area.	Can follow instructions. Can work with a partner or in a small group. Can complete simple games/activities within an outdoor setting e.g., hide and seek. Can dress themselves for outdoor activities.	Can follow instructions accurately. Can work constructively with a partner or a small group, taking turns to speak and listen. Can formulate ideas to help solve a problem or complete a task. Can begin to evaluate their own	Can follow instructions from a peer and give simple instructions. Can work collaboratively with a partner or a small group, listening to and accepting other's ideas. Can plan and then attempt ideas to solve a given problem or task.	Can accurately follow instructions given by a peer and can give clear, usable, instructions to a peer. Can confidently give ideas and listen to the ideas of others before choosing the best approach. Can plan and then apply strategies to solve a given problem or task.	Can use clear communication when working in a group and can take on different roles to support group success. Can begin to lead others, providing clear instructions. Can plan and then apply ideas to help solve more complex problems and tasks.	Can communicate with others clearly and successfully, even when under pressure such as within a time constrained activity. Confident to lead others and aware of the different physical, mental and emotional needs of group members. Can use critical thinking and prior

PE Progression

		Can follow a simple map.	success regarding a set task or problem. Can create a simple map.	Can evaluate their own success and use the successes of others to help them succeed themselves. Can orientate themselves on and follow a simple map.	Can evaluate the effectiveness of their team's strategy and offer ideas for improvements. Can create a map of the school grounds.	Can explain why a particular strategy worked and think of ways to improve efficiency. Can successfully use a map to navigate around school and plot a course for activities such as orienteering.	learning to help select the best strategy for solving a given problem or task. Can confidently and efficiently use a map to help navigate around an unfamiliar course or environment. Can reflect upon success and failure, offering well thought out improvements.

	Beginners	Developing	Confident
Swimming	Be able to enter the water by sitting on their bottom, placing both hands to one side and twisting in so body is facing the side of the pool. Be able to leave the water by placing one leg on the side and using arms to leaver the body up and out. Submerge face in the water. With submerged face, breath out bubbles for 5 seconds. Cross the width of the swimming pool using any method of travel (including walking).	Be able to confidently enter and leave the water in a safe/controlled manner. Be able to jump into the water in a safe and controlled manner. Be able to submerge themselves underwater and hold their breath for up to 30 seconds. Be able to swim underwater to pass through or over an obstacle. Be able to use a recognised stroke (doggy paddle, front crawl, back stroke) to swim, at least, one width of the swimming pool without pausing.	Be able to dive safely into the water using a controlled/recognised style. Be able to explain the safety considerations around diving into water and the severity of injury that could be incurred. Be able to perform a safe jump into deep water using a controlled/recognised style. Be able to swim underwater for at least 5-10m using a recognised stroke. Be able to retrieve objects from the floor of the swimming pool up to a depth of 5m.

PE Progression

	Begin to use a floatation device, such as float or pool noodle, to swim on their front for one width of the swimming pool. (kicking legs / no arms) Be able to raise both feet from the floor of the swimming pool and float, using floatation device for support, unaided for 10 seconds. Know how to safely signal for help. Know how to use a conventional floatation device such as a life ring or lifeguard's buoyancy aid. Know how to use an improvised floating device such as a ball or a log. Know how it feels to be clothed within a shallow water setting. Know the beach safety flags and what they explain to visitors.	To know how to raise the alarm when experiencing difficulty in the water. Know how to support someone who is experiencing difficulty in the water whilst keeping themselves safe. Be able to jump in and then swim back to the side when wearing clothing and safely extract themselves from the water.	Be able to swim at least 25m using a recognised stroke such as front crawl, breaststroke or back crawl. Be able to swim at least 10m whilst fully clothed before performing a safe extraction of themselves.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Game play / Good Sporting Behaviour	Able to take turns. Able to share equipment. Can accept failure and celebrate success. Can practice taught skills independently.	Talks to a partner about ideas and takes turns at speaking and listening. Encourages others. Able to work as part of a small team/group. Sees failure as an individual or as part of a team as natural part of sporting endeavour. Shows determination to complete tasks or challenges.		Works with others to ensure success as part of team sports. Encourages others, offering advice for improvement as opposed to criticising mistakes. Accepts failure as something that happens in all levels of sport. Perseveres when challenges are hard, or team is losing.		Shares their own ideas and works with others to formulate tactics/strategy/organisational positioning. Able to fulfil a leadership role such as Captaining a team. Fully understands that even the most successful athletes and teams suffer failure and can learn from failure.	

PE Progression

	Confident to try new challenges. Can provide positive feedback to a friend.	Doesn't seek help immediately but is willing to practice. Confident to perform in front of peers. Provides feedback based upon skills taught within the lesson or prior knowledge.	Understands what their own personal best looks like and strives to achieve it. Follows rules and plays with honesty and integrity. Makes game specific choices such as where to play (defence/attack etc.), where to pass, where to move to. When providing feedback, is aware of the feelings of others and uses game/skill specific terminology.	Understands the need to persevere and adapt in order to achieve their personal best, up to (and including) practicing taught skills outside of school to improve between lessons. Competes with honesty and integrity, respecting the officials and accepting decisions they don't necessarily agree with. Reflects upon their own performance and the performance of their teammates, providing game/skill specific feedback in a sensitive and constructive way.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respect Yourself / Multi-skills • Agility • Balance • Co-ordination • Fine/gross motor skills.	Can catch a large ball passed (by an adult) across a short distance (less than 20cm). Can throw a large ball towards an adult with increasing accuracy/success. Can roll a large ball off a base such as a cone. Can kick a large ball off a base such as a cone.	Can catch a ball using two hands. Can throw a ball over a short distance. Can throw a ball towards a specific target. Can roll a ball, including towards a specific target. Can kick a ball, including towards a specific target.	Can catch and return a ball as part of a partnership. Can throw a ball towards a target with increasing accuracy. Can roll a ball towards a target with increasing accuracy. Can kick a ball towards a target thinking about the amount of power	Can use the 'Nudge Back' technique as a means of increasing the difficulty of catch and return tasks. Can use throwing, rolling or kicking to hit a target between 2m and 5m from a set position. Can use a variety of movements and speed dynamics to complete activities such as warm-up	Can complete catch and return tasks of increasing complexity such as bounce pass, overhead pass etc, striving to set personal best goals or beat a given target. Can use throwing, rolling or kicking techniques to hit targets of different value such as 1pt/3pts/5pts.	Can complete a given catch and return routine as part of a partnership or small group. Can use throwing, rolling or kicking techniques to hit targets of different value as part of a pressure situation (race or game) where 'in game' tactical changes may be necessary. Can use a variety of movements and	Can create own catch and return routines as part of a partnership or small group. Can devise, explain to peers and play games that require using throwing, rolling or kicking techniques to score points. Can devise, explain to peers and play races and attacking/defending games that involve a

PE Progression

	Can run at two different speeds (fast/slow). Can chase or follow a peer in a straight line. Can avoid an object placed in their direction of travel such as stepping over a cone or moving around a chair. Can use hand/eye coordination to hold an object e.g., a quoit on their fingertips without dropping, and (if able) progressing to moving with object on fingertips.	Can move in a variety of movement styles e.g., hop, skip, jump, run. During chase games, can use hands to 'tig'/'tap' a peer as a method of catching them. Can change directions at a specific point e.g., when reaching a cone or an obstacle needs to be avoided by pushing off either foot. Beginning to be able to use hand/eye coordination to complete tasks such as balancing an object whilst moving (egg and spoon).	that needs to be used. Can move at a requested speed e.g., sprint, jog, walk. Or fast/slow for a variety of movement styles (hop, skip, jump, run) During chase games, can evade a chaser by varying pace or direction of travel. Develop changing of direction to incorporate usage in a game/race situation. Be able to use hand eye coordination to balance more sophisticated objects such as a large ball on the palm of a hand or a tennis ball on a racquet.	exercises, relay races and games. During chase games, can select appropriate tactics when fulfilling role of chaser or chased. Be able to use hand/eye coordination to balance items such as tennis ball on a racquet or quoit on head in a pressure situation such as a race or against the clock.	Can use a variety of movements and speed dynamics to complete increasingly difficult activities, races and games. During chase games, can actively work with a partner to eliminate chased pupils in the shortest time possible. Begin to use hand eye coordination to complete complex tasks such as bouncing a tennis ball on a racquet head whilst moving or catching a ball that is descending from a height.	speed dynamics to complete games designed to promote attacking and defending team play such as bench ball or dodgeball. During chase games, can attack and defend at the same time such as using rugby TAGs and having to collect one colour whilst defending your own from an opponent. Use hand eye coordination to complete complex tasks such as bouncing a tennis ball on a racquet head whilst moving or catching a ball that is descending from a height, including as part of a pressure situation such as race or against the clock.	variety of movements and speed dynamics. Can devise, explain to peers and play chase games that involve attacking and defending simultaneously. Can perform complex hand/eye coordination tasks under pressure such as setting a personal best when continually throwing up and catching a ball or competing in a 1:1 competition against a peer.