



Progression for Physical Education

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Year Group	Objectives
<p>Pre School 30-50 mths</p>	<p><u>Physical Development: Moving and Handling</u> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball.</p> <p><u>Being Imaginative</u> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music.</p> <p><u>Moving and Dancing</u> Claps or taps to the pulse of the music he or she is listening to. Claps or taps to the pulse of the song he or she is singing. Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone. Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar.</p> <p><u>Health and Self-care</u> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>
<p>Reception</p>	<p><u>Physical Development: Moving and Handling</u> 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. 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.</p>

	<p><u>Expressive Arts and Design</u> Children sing songs, make music and dance, and experiment with ways of changing them.</p>				
<p>Key Stage 1</p>	<p>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.</p> <p>Pupils should be taught to:</p> <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 	<p>Year 1 Games</p> <p>I can throw underarm.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can throw and catch with both hands.</p> <p>I can throw and kick in different ways.</p>	<p>Gymnastics</p> <p>I can make my body curled, tense, stretched and relaxed.</p> <p>I can control my body when travelling and balancing.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll, curl, travel and balance in different ways.</p>	<p>Dance</p> <p>I can move to music.</p> <p>I can copy dance moves.</p> <p>I can make up a short dance.</p> <p>I can move safely in a space.</p>	<p>General</p> <p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can use equipment safely.</p>

	<ul style="list-style-type: none"> • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<p>Year 2 Games</p> <p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can decide the best space to be during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p>	<p>Gymnastics</p> <p>I can plan and perform a sequence of movements.</p> <p>I can improve my sequence based on feedback.</p> <p>I can think of more than one way to create a sequence which follows some 'rules'.</p> <p>I can work on my own and with a partner.</p>	<p>Dance</p> <p>I can change rhythm, speed, level and direction in my dance.</p> <p>I can dance with control and coordination.</p> <p>I can make a sequence by linking sections together.</p> <p>I can use dance to show a mood or feeling.</p>	<p>General</p> <p>I can copy and remember actions.</p> <p>I can talk about what is different from what I did and what someone else did.</p>
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<p>Key Stage 2</p>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Year 3 Games</p> <p>I can throw and catch with control.</p> <p>I am aware of space and use it to support team-mates and to cause problems for the opposition.</p> <p>I know and use rules fairly.</p>	<p>Gymnastics</p> <p>I can adapt sequences to suit different types of apparatus and criteria.</p> <p>I can explain how strength and suppleness affect performance.</p> <p>I can compare and contrast gymnastic sequences.</p>	<p>Dance</p> <p>I can improvise freely and translate ideas from a stimulus into movement.</p> <p>I can share and create phrases with a partner and small group.</p> <p>I can repeat, remember and perform phrases.</p>	<p>Athletics</p> <p>I can run at fast, medium and slow speeds; changing speed and direction.</p> <p>I can take part in a relay, remembering when to run and what to do.</p>	<p>Outdoor and adventure</p> <p>I can follow a map in a familiar context.</p> <p>I can use clues to follow a route.</p> <p>I can follow a route safely.</p>
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	<p>principles suitable for attacking and defending</p> <ul style="list-style-type: none"> • 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. <p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p>	<p>Year 4 Games</p> <p>I can catch with one hand.</p> <p>I can throw and catch accurately.</p> <p>I can hit a ball accurately with control.</p> <p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills depending on what is happening in a game.</p>	<p>Gymnastics</p> <p>I can work in a controlled way.</p> <p>I can include change of speed and direction.</p> <p>I can include a range of shapes.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phrases.</p>	<p>Dance</p> <p>I can take the lead when working with a partner or group.</p> <p>I can use dance to communicate an idea.</p>	<p>Athletics</p> <p>I can run over a long distance.</p> <p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p>	<p>Outdoor and adventure</p> <p>I can follow a map in a (more demanding) familiar context.</p> <p>I can follow a route within a time limit.</p>
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	<p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>Year 5 Games</p> <p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can use forehand and backhand with a racket.</p> <p>I can field.</p> <p>I can choose a tactic for defending and attacking.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p>	<p>Gymnastics</p> <p>I can make complex extended sequences.</p> <p>I can combine action, balance and shape.</p> <p>I can perform consistently to different audiences.</p>	<p>Dance</p> <p>I can compose my own dances in a creative way.</p> <p>I can perform to an accompaniment.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p>	<p>Athletics</p> <p>I am controlled when taking off and landing.</p> <p>I can throw with accuracy.</p> <p>I can combine running and jumping.</p>	<p>Outdoor and adventure</p> <p>I can follow a map in an unknown location.</p> <p>I can use clues and a compass to navigate a route.</p> <p>I can change my route to overcome a problem.</p> <p>I can use new information to change my route.</p>
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