

PE Progression at St Mawes Primary

	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Using equipment and athletics	<ul style="list-style-type: none"> • Vary speed of running based on commands given. o • Use comparative language i.e. faster, longer, and be able to physically demonstrate this. • Explore and use skills effectively for particular games: o Roll a ball or hoop o Throw a ball underarm o • Explore balancing. 	<ul style="list-style-type: none"> • Copy actions • Repeat and explore skills • Move with some control and care • Throw a ball underarm • Roll a ball or a hoop • Hit a ball with a bat • Copy and remember actions • Repeat and explore skills 	<ul style="list-style-type: none"> • Move with co-ordination and control • Throw and catch a ball with control and accuracy • Strike a ball and field with control • Sprint over a short distance • Run over a longer distance, conserving energy • Have a range of throwing techniques (underarm, over arm, putting and hurling) • Throw with accuracy to hit a target • Jump in a number of ways, sometimes using a short run-up 	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately • Choose the most appropriate tactics in a game • Use forehand and backhand when playing racquet games • Field well • Use a variety of techniques to pass • Strike a bowled ball • Work with a team or alone to gain possession of the ball • Combine running and jumping well • Show accurate control, speed, strength and stamina in athletics
Dance	<ul style="list-style-type: none"> • Explore and copy basic body actions and rhythms. • To be able to negotiate space confidently, using appropriate strategies 	<ul style="list-style-type: none"> • Perform some dance moves • Put moves together to make a short dance • Show rhythm in my dance 	<ul style="list-style-type: none"> • Dance movements communicate an idea • Refine my movements into sequences • Dance movements are clear and fluent 	<ul style="list-style-type: none"> • Creative and imaginative in composing own dances • Perform expressively • Show precision, control and fluency

	<ul style="list-style-type: none"> • To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc... • To begin to respond with their bodies to different types of music. 	<ul style="list-style-type: none"> • Choose the best movements to show different ideas • Move carefully with control • Use space safely • Move with careful control, co-ordination and care • Perform dance actions with control and co-ordination • Link two or more actions together to make a sequence • Remember and repeat dance movements • Choose the best movements to communicate a mood or feeling 	<ul style="list-style-type: none"> • Know that dance can express a variety of things 	<ul style="list-style-type: none"> • Dance matches the mood of the accompanying music
Gymnastics	<ul style="list-style-type: none"> • Show contrast with their bodies including tall/short, wide/thin, straight/curved) • Copy simple movements and simple sequences. • Make shapes with their 	<ul style="list-style-type: none"> • Show control and co-ordination when travelling or balancing • Choose which actions to make • Copy sequences and repeat them • Be able to roll • Travel in lots of ways • Balance, climb safely, stretch body, curl body 	<ul style="list-style-type: none"> • Body is balanced • Shapes are controlled • Plan, perform and repeat sequences • Sequences include changes in speed and level • Work on improving strength and suppleness by practising stretches and shapes 	<ul style="list-style-type: none"> • Controlled and skilful in actions and movements • Movements are controlled and express emotion or feeling • Make complex sequences that include changes in direction, level and speed

	<p>bodies, according to commands.</p> <ul style="list-style-type: none"> • Jump off an object and land appropriately. 	<ul style="list-style-type: none"> • Plan sequences of movements • Show contrasts such as small/tall, straight/curved and wide/narrow • Movements are controlled • Balance on different points of body 		<ul style="list-style-type: none"> • Combine actions, shapes and balances in gymnastic performance • Movements are clear, accurate and consistent • Prepare and perform to an audience • Practise and perform with control • Movements include very controlled balances, shapes, levels and actions
Swimming			<ul style="list-style-type: none"> • Swim between 25 and 50 metres • Arms and legs are co-ordinated • Use more than one swimming stroke • Swim both on the surface and below the surface of the water • Breathing is co-ordinated with the stroke they are using 	<ul style="list-style-type: none"> • Swim between 50 and 100 metres • Use breast, front crawl and back stroke styles confidently • Swimming uses arms and legs in a confident and co-ordinated manner • Swim over 100 metres • Swim fluently • Use all 3 strokes with control and sustain this for over 2 minutes

				<ul style="list-style-type: none"> • Breathe so that the pattern of swimming is not interrupted
<p>Planning and implementing</p>	<ul style="list-style-type: none"> • Start showing an ability to use their dominate hand to work with a partner in different activities. • Begin to understand the importance of exercise. 	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate' when playing games • Use rolling, hitting and kicking skills in games • Decide on the best position to be in during a game • Have developed some tactics for the game they are playing 	<ul style="list-style-type: none"> • Select and use the most appropriate skills, actions and ideas • Choose the appropriate tactics to cause a problem for the opposition • Follow rules in a game • Keep possession of a ball (feet, hockey stick, hands) • Improvise with ideas and movements • Use plans and diagrams to help me get from one place to another • Enjoy solving problems or challenges outdoors 	<ul style="list-style-type: none"> • Link skills, techniques and ideas and apply them accurately and appropriately • Choose the most appropriate tactics in a game • I am creative and imaginative in composing own dances • Select and combine skills, techniques and ideas • Apply skills, techniques and ideas accurately, appropriately and consistently • Use tactics and follow rules • Plan approach to attacking and defending • Know and follow event rules • Use senses to assess risks and adapt plans accordingly • Prepare well by considering safety first

				<ul style="list-style-type: none"> • Plan with others, seeking advice
<p>Reflecting and evaluation</p>	<ul style="list-style-type: none"> • Simply show (using strategies) whether they enjoyed something or not. - • Use different tools (thumbs up/down, traffic lights). 	<ul style="list-style-type: none"> • Exercise safely by looking for space • Talk about the differences between own and others' performances • Say what has gone well and why • Identify how a performance could be improved • Describe how body feels during different activities, using parts of the body to describe the effects 	<ul style="list-style-type: none"> • Work and behave safely • Discuss how work is similar to and different from others • Use this understanding to improve own performance • Give reasons why warming up before an activity is important • Give reasons why physical activity is good for health 	<ul style="list-style-type: none"> • Explain and apply basic safety principles in preparing for exercise • Analyse and comment on skills and techniques and how they are applied in own and in others' work • Modify and refine skills and techniques to improve performance • Explain how different parts of body react during different types of exercise • Warm up and cool down in ways that suit the activity • Describe why regular, safe exercise is good for fitness and health