

PE Progression

Warbstow Primary Academy

	Year 1	Year 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.• Use comparative language i.e. faster, longer, and be able to physically demonstrate this.• Explore and use skills effectively for particular games:• Roll a ball or hoop• Throw a ball underarm• 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 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 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 movies 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
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	<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
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<p>Gymnastics</p>	<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 practicing stretches and shapes 	<ul style="list-style-type: none"> • Controlled and skillful in actions and movements • Movements are controlled and express emotion or feeling • Make complex sequences that include changes in direction, level and speed
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	<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 • Practice 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 	<ul style="list-style-type: none"> • Swim between 50 and 100 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 in excess of 100 metres • Use breast, front crawl and backstroke styles confidently • Swimming uses arms and legs in a confident and co-ordinated manner • Use all 3 strokes with control and sustain this for over 2 minutes • Learn basic lifesaving skills (self and others)

				<ul style="list-style-type: none">• Breathe so that the pattern of swimming is not interrupted
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<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
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<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 performance could be improved Describe how body feels during different activities, using parts of the body to describe the effects comment 	<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