

Etwall Primary School PE Progression Map

Our End Goal

What do we want our sportsmen and women to be able to do when they leave Etwall Primary School?

By the end of their time at Etwall our Year 6 pupils will have tried their hand at a wide range of sporting activities in the hope that they have found at least one sport they enjoy. We want all pupils with an interest in a given sport to have been signposted to local clubs and societies that will nurture and develop their curiosity, whether that be with a view to playing for enjoyment or progressing along a pathway towards elite participation.

Pupils will develop a secure understanding of how their body is affected by exercise, or the lack thereof, and to be able to express this using the correct vocabulary. They will be able to make links between core skills such as balance, agility and co-ordination and how this allows them to progress in specific areas such as dance, athletics or gymnastics.

EYFSP and National Curriculum Aims

EYFS

Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

- 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.

Understanding the World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

KS1

Pupils should develop fundamental movement skills, become increasingly competent & confident & access a broad range of opportunities to extend their agility, balance & coordination, individually & with others. They should be able to engage in competitive (both against self & others) & 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.

KS2

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 KS1 or KS2.

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.

Progression Correlating with Real PE

	Pre Level 1	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Personal	I enjoy working on simple tasks by myself	I can follow instructions and practise safely	I ask for help when appropriate	I know where I am with my learning	I cope well and react positively when things become difficult	I recognise my strengths and weaknesses and can set myself appropriate targets	I can accept critical feedback and make changes
		I can work on simple tasks by myself	I try several times if at first I don't succeed	I have begun to challenge myself	I can persevere with a task and improve my performance through regular practice	I see all new challenges as opportunities to learn and develop	I can create my own learning plan and revise that plan when necessary
Social	I can play with others and take turns and share with help	I can work sensibly with others, taking turns and sharing	I can help, praise and encourage others in their learning	I show patience and support others, listening carefully to them about our work	I can involve others and motivate those around me to perform better	I can give and receive sensitive feedback to improve myself and others	I can involve others and motivate those around me to perform better
				I am happy to show and tell others about my ideas		I can negotiate and collaborate appropriately	
Cognitive	I can follow simple instructions	I can understand and follow simple rules	With help, I can recognise similarities and differences in performance	I can explain what I am doing well and I have begun to identify areas for improvement	I can use my awareness of space and others to make good decisions	I have a clear idea of how to develop my own and others' work	I can read and react to different situations as they develop
		I can name some things that I am good at	I can explain why someone is working or performing well.		I can understand ways (criteria) to judge performance	I can recognise and suggest patterns of play which will increase chances of success	I review, analyse and evaluate my own and others' strengths and weaknesses
			I can begin to order instructions, movements and skills		I can identify specific parts of performance to work on	I can develop methods to outwit opponents	

	Pre Level 1	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Creative	I can observe and copy others	I can explore and describe different movements	I can begin to compare my movements and skills with those of others	I can respond differently to a variety of tasks	I can change tactics, rules or tasks to make activities more fun or more challenging	I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others	I can use variety and creativity to engage an audience
			I can select and link movements together to fit a theme	I can make up my own rules and versions of activities	I can link actions and develop sequences of movements that express my own ideas	I can respond imaginatively to different situations	I can effectively disguise what I am about to do next
				I can recognise similarities and differences in movements and expression.			
Physical	I can move confidently in different ways	I can perform a single skill or movement with some control	I can perform a range of skills with some control and consistency	I can select and apply a range of skills with good control and consistency	I can link actions together so that they flow	I can perform a range of skills fluently and accurately in practice situations	I can perform a variety of skills consistently and effectively in challenging or competitive situations
		I can perform a small range of skills and link two movements together	I can perform a sequence of movements with some changes in level, direction or speed	I can perform and repeat longer sequences with clear shapes and controlled movement	I can perform a variety of movements and skills with good body tension	I can use combinations of skills confidently in sport specific contexts	I can effectively transfer skills and movements across a range of activities and sports
Health and Fitness	I am aware of the changes to the way I feel when I exercise	I am aware of why exercise is important for good health	I can say how my body feels before, during and after exercise	I can describe how and why my body changes during and after exercise	I can record and monitor how hard I am working	I can identify possible dangers when planning an activity	I can plan and follow my own basic fitness programme
			I use equipment appropriately and move and land safely	I can explain why we need to warm-up and cool down	I can explain how often and how long I should exercise to be healthy	I can self-select and perform appropriate warm-up and cool down activities	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event
					I can describe the basic fitness components		

Progression for Athletics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Running						
Run in different ways for a variety of purposes.	<p>Vary their pace when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog and sprint in a straight line.</p> <p>Change direction when jogging and sprinting.</p> <p>Maintain control as they change direction when jogging and sprinting.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action.</p> <p>Begin to combine running with jumping over hurdles.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Develop a fluent changeover.</p> <p>Speed up and slow down smoothly.</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Accelerate from a variety of different starting positions.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of a run.</p>	<p>Build up speed quickly for a sprint finish.</p> <p>Use their preferred leg when running over hurdles.</p> <p>Accelerate to pass other competitors</p> <p>Work as a team to competitively perform a relay.</p>
Jumping						
Jump in a range of ways, landing safely.	<p>Perform different types of jumps.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high and as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p>	<p>Perform and compare different types of jumps.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy & control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely with control.</p>	<p>Learn how to combine a hop, step and jump to perform the triple jump.</p> <p>Land safely with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Land safely and with control.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p>
Throwing						
<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p>	<p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Develop the technique for the push, pull and fling throw and support others in improving their performance.</p> <p>Accurately measure and record the distance of their throws.</p>
Compete and Perform						
<p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with strong understanding of tactics and composition.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>

Evaluate

Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performances. Talk about differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.
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Progression for Dance

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance Skills						
<p>Join a range of different movements together.</p> <p>Change the speed of their actions.</p> <p>Change the style of their movements.</p> <p>Create a short movement phrase which demonstrates their own ideas.</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Use different transitions within a dance motif.</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Use simple dance vocabulary to compare and improve work.</p> <p>Perform with some awareness of rhythm and expression.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation.</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Show a change of pace and timing in their movements.</p> <p>Develop an awareness of their use of space.</p> <p>Demonstrate imagination and creativity in the movements they devise in response to stimuli.</p> <p>Use transitions to link motifs smoothly together.</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p> <p>Ensure their actions fit the rhythm of the music.</p> <p>Modify parts of a sequence as a result of self and peer evaluation.</p> <p>Use more complex dance vocabulary to compare and improve work.</p>	<p>Identify and repeat movements patterns and actions of a chosen dance style.</p> <p>Compose individual, partner and group dances that reflect the chosen dance style.</p> <p>Use dramatic expression in dance movements and motifs.</p> <p>Perform with confidence, using a range of movement patterns.</p> <p>Demonstrate strong, controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>Show a change of pace and timing in their movements.</p> <p>Move rhythmically and accurately in dance sequences.</p> <p>Improvise with confidence, demonstrating fluency.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing sequences.</p> <p>Use complex dance vocabulary to compare and improve work.</p>
Compete and Perform						
<p>Control my body when performing a sequence of movements.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform sequences in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>

Evaluate

Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performances. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
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Progression for Games

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking and Hitting a Ball						
Hit a ball with a bat or a racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking and fielding where appropriate. Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat or stick to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in game. Use hand-eye coordination to strike a moving & stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
Throwing and Catching a Ball						
Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	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. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball & use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.
Travelling with a Ball						
Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.	Travel with a ball in different ways. Travel with a ball in different directions with control & fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	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. Use ball skills in various ways and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively
Passing a Ball						
Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Possession						
			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.

Using Space						
Move safely around the space and equipment. Travel in different ways, including sideways and backwards.	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Use different ways of travelling at different speeds, following different pathways or directions Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space	Demonstrate a good awareness of space.
Attacking and Defending						
Play a range of chasing games	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring
Tactics and Rules						
Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
Compete and Perform						
Control my body when performing a sequence of movements. Participate in simple games.	Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others	Develop the quality of the actions in their performances. Perform learnt skills & techniques with control and confidence. Compete against self and others in a controlled manner	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate						
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result	Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

Progression for Gymnastics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Acquiring and Developing Skills in Gymnastics (General)						
<p>Create a short sequence of movements.</p> <p>Roll in different ways with control.</p> <p>Travel in different ways.</p> <p>Stretch in different ways.</p> <p>Jump in a range of ways from one space to another with control.</p> <p>Begin to balance with control.</p> <p>Move around, under, over, and through different objects and equipment.</p>	<p>Create and perform a movement sequence.</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches. Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</p>	<p>Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.</p> <p>Travel in a variety of ways, including rolling.</p> <p>Hold a still shape whilst balancing on different points of the body.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances. Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements.</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Apply skills and techniques consistently, showing precision and control. Develop strength, technique and flexibility throughout performances.</p>
Compete and Perform						
<p>Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Perform using a range of actions and body parts with some coordination.</p> <p>Begin to perform learnt skills with some control.</p>	<p>Perform sequences of their own composition with coordination.</p> <p>Perform learnt skills with increasing control.</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p>
Evaluate						
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

Progression for Outdoor and Adventurous Activities

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Trails						
			<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p>	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>	<p>Start to orientate themselves with increasing confidence and accuracy around an orienteering course.</p> <p>Design an orienteering course that can be followed and offers some challenge to others.</p> <p>Begin to use navigation equipment to orientate around a trail.</p>	<p>Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail.</p>
Problem Solving						
			<p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p>	<p>Communicate clearly with people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p>	<p>Use clear communication to complete a given role in a team.</p> <p>Complete orienteering activities both as part of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</p>	<p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities as a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p>
Preparing and Organisation						
			<p>Begin to choose equipment that is appropriate for an activity.</p>	<p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Create an outdoor activity that challenges others.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate a course.</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p>
Communication						
			<p>Communicate with others.</p>	<p>Communicate clearly with others.</p> <p>Work as part of a team.</p>	<p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p>	<p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills.</p>
Compete and Perform						
			<p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities.</p> <p>Start to improve trails to increase the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities.</p> <p>Improve a trail to increase the challenge of the course.</p>	<p>Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.</p> <p>Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.</p> <p>Listen to feedback and improve an orienteering course from it.</p>

Evaluate

Watch, describe and evaluate the effectiveness of a performance.

Describe how their performance has improved over time.

Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.

Modify their use of skills or techniques to achieve a better result

Choose and use criteria to evaluate own and others' performances.

Explain why they have used particular skills or techniques, and the effect they have had on their performance.

Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.



Progression for Swimming

Our swimming curriculum is underpinned by Swim England and the Water Safety Charter's recommended skills progression.

Award 1 Water Skills	Award 2	Award 3	Award 4	Award 5	Award 6	Aquatics Award	Self Rescue Award	Stroke Standard
Enter the water safely (using steps or swivel entry).	Enter the water safely (using steps, swivel entry or a jump).	Jump in from the side and submerge (minimum depth 0.9 metres).	Enter the water safely (using steps, swivel entry or a jump).	Enter the water safely from a jump.	Perform 3 different jumps into deep water (one must be a straddle jump).	Enter the water safely.	Enter the water safely (swivel entry or straddle jump).	5M: basic paddle front or back, feet off the floor for the full distance, no aids.
Move forwards, backwards and sideways for a distance of five metres.	Move into a stretched floating position using aids, equipment or support.	Fully submerge to pick up an object.	Perform a tuck float for five seconds.	Kick 25 metres backstroke (one item of equipment may be used).	Perform a horizontal stationary scull on the back.	Submerge to pick up an object from the pool floor (full reach depth).	Tread water for 20 seconds.	10m: over arm recovery on front or back, ideally front crawl with face in the water and breathing bilateral or unilateral.
Scoop the water to wash face and hair and be at ease with water showered from overhead.	Regain an upright position from floating on the front.	Push from wall and glide on the front and back.	Perform a sequence of changing shapes (minimum of three) whilst floating at the surface.	Kick 25 metres on the front (one item of equipment may be used).	Perform a head first sculling action for 5 metres.	Swim 10 metres front crawl, breaststroke or backstroke (two out of three must be chosen). Good stroke standard attempt correct breathing practices.	Float or scull waving one arm and shout for help.	25m: good propulsive and recognisable stroke actions, front crawl, back crawl or breaststroke.
Blow bubbles a minimum of three times with nose and mouth submerged.	Regain an upright position from floating on the back.	Push and glide from the wall to the pool floor.	Push and glide from the front with arms extended and log roll onto the back.	Kick 25 metres breaststroke on the front or back (one item of equipment may be used).	Perform a feet first sculling action for 5 metres.	Swim 25 metres (own choice of stroke).	Swim 25 metres to a floating object (own choice of stroke).	
Take part in a teacher led, partner orientated game.	Push and glide in a horizontal position to or from the pool wall.	Perform a rotation from the front to the back and regain an upright position.	Push and glide from the back with arms extended and log roll onto the front.	Travel on the back and roll in one continuous movement to the front.	Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.	Take part in a game of mini-polo.	Demonstrate the HELP position.	

Demonstrate an understanding of pool rules	Travel on the front and back for a distance of five metres where possible (BLABT teaching).	Perform a rotation from the back to the front and regain an upright position.	Travel on the front, tuck to rotate around the horizontal axis to return on the back.	Travel on the front and roll in one continuous movement to the back.	Tread water for 30 seconds.	In groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. Treading water, floating, rotation.	Swim 10 metres retaining a floating object.	
Recognise and understand beach flags.	Have an understanding of the water safety code.	Answer three questions on the water safety code.	Travel 25 metres on the front and 25 metres on the back. Over arm recovery.	Swim as far as possible in a set time (own choice of stroke).	Perform a handstand and hold for a minimum of 3 seconds.	Exit the water safely.	In groups demonstrate the HUDDLE position.	
Travel horizontal and or vertical axis for a distance across the pool.	Exit the water safely.	Travel 10 metres on the front and 10 metres on the back. (BLABT teaching).	Demonstrate an action for getting help (can be performed in shallow or deep water).	Perform a shout and signal rescue.	Perform a forward somersault, tucked in the water.	Discuss in your group the tactics and skills used and evaluate.	Swim using long front paddle to the side (survival stroke).	
Exit the water safely		Exit the water safely.	Exit the water safely without the use of steps.	Exit the water safely.	Swim 10 metres in clothes.		Exit the pool from at least full reach depth without using the steps.	
					Exit the water safely without the use of steps.		Discuss as a group when the above skills might be used to self rescue in different situations.	

Subject Specific Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics				Running Speed Throw Skip Aim Bounce Jump Leap Hop Target Overarm Underarm Walking Jogging Baton Relay Take off Landing Health and fitness – warm up/ cool down	Running Technique Pace Accuracy Power Throw High Low Skip Aim Fast Slow Bounce Jump Leap Hop Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Health and fitness – warm up/ cool down	Pull Accuracy Technique Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Approach Speed Relay Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate	Sprint Team Distance Measure Height Target Pacing Rhythm Obstacles Leading leg Hurdles Throwing Speed Accuracy Take off Stamina Time Release Performance Accuracy Take off Distance Target Time Position Measure Control Height Run up Hurdles Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery

Dance	Travelling - slither, gallop, shuffle, roll, crawl Actions - lead, follow copy Body parts Co-operation - share, wait, before, after. Direction – forwards, backwards Feeling - happy, excited, sad Body actions e.g. stretching, curling, reaching, twisting, turning Movement - strong, gentle, heavy, floppy Space - between, through, above.	Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow Pathways - curved, zigzag Rhythm Co-ordination Pattern Stimulus Copy Health and fitness – warm up/ cool down	Movement Control Speed Level Sequence Unison Cannon Travel and stillness - gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue Direction - forwards, backwards, sideways Space - near, far, in and out, on the spot, own, beginning, middle end Mood and feelings - happy, angry, calm, excited, sad, lonely Body actions Levels high, medium, low Speed - fast, slow Pathways - curved, zigzag Rhythm Co-ordination Pattern Stimulus Health and fitness – warm up/ cool down	Create Combination Sequence Space Improvisation Repetition Adapt Motifs Pattern Movement Evaluate Improve Agility Flexibility Strength Control Balance Stimulus Rhythm Timing Perform Health and fitness – warm up/ cool down/ heart rate	Spatial awareness Repeat Dance Character Repetition Action Reaction Pattern Movement Evaluate Improve Agility Flexibility Strength, Technique, Control Balance Combination Stimulus Motifs Dynamics Perform Timing Health and fitness – warm up/ cool down/ heart rate	Dance phrase Technique Formation Pattern Rhythm Expression Improvisation Modify Pace Timing Action Reaction Motif Dynamics Interpret Exploration Agility Flexibility Combination Strength Technique Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse	Dance style Dance phrase Fluency Travelling Technique Formation Pattern Rhythm Variation Improvisation Unison Canon Action Reaction Motif Dynamics Phrase Interpret Exploration Agility Flexibility Combination Strength, Technique, Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery
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Games	Walking Running Throwing Fast slow Catching Rolling Space Pushing Patting Kicking Bounce Control Co-ordination Bounce Body parts	Running Jumping Rolling Striking Throwing Bouncing Catching Space Opposite team Speed Direction Passing Controlling Shooting Scoring Co-ordination Participate Health and fitness – warm up/ cool down	Avoiding Accuracy Tracking a ball Rolling Striking Overarm throw Chest pass Bounce pass Bouncing Catching Free space Own space Opposite Team Rebound Follow Aiming Speed Direction Passing Controlling Shooting Scoring Participate Co-ordination Technique Combinations Rules Tactics Health and fitness – warm up/ cool down	Defending Attacking Travel Bouncing Control Possession Co-ordination Co-operation Scoring Batting Space Pass Dribble Team Points Goals Rules Tactics Fielding Bowler Wicket Innings Rounder Backstop Court Target Net Striking Pitch Health and fitness – warm up/ cool down/ heart rate	Possession Scoring Space Pass/send/receive Dribble Travel Team Striking Bowling Throwing Fielding Combinations Co-ordination Fluency Co-operation Competition Technique Partner Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles	Possession Speed Direction Range of techniques Combinations Competition Tactics Co-operation Create Control Decisions Passing Dribbling Shooting Shield ball Support Marking Repossession Attackers Defenders Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead Singles	Effective Use of space Control Accuracy Technique Combinations Co-operation Tactics Composition Fluency Create Rules Keeping possession Passing range Decisions Dribbling Shooting Shield ball Width Depth Support Marking Covering Repossession Attackers Defenders Marking Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance
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						Doubles Rally Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery	Offside Pitch Forehand Backhand Volley Overhead Singles Doubles Rally Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery
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Gymnastics	Straight, Pike, Tuck, Straddle, Star, Shape, Curl, Roll, Position, Body parts, Travel Balance Jump	stretch balance tension zig-zag travelling jumping climbing repeat sequence space perform adapt direction speed levels Shapes - Pike Star Straddle Straight Tuck Landing Health and fitness – warm up/ cool down	Speed Compose Movements Position Extend Travel Combinations Demonstrate Repeat Create Stretch Point Balance Level Tension Smooth Sequence Shapes – pike, star, straddle, top to toe, tuck Health and fitness – warm up/ cool down	Flow Explosive Symmetrical Asymmetrical Combination Evaluate Improve Stretch Refine Adapt Contrasting Curled Stretched Suppleness Strength Inverted Jump Land Over Under Agility Strength, Technique, Control Balance Evaluate Improve Shapes - tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Health and fitness – warm up/ cool down/ heart rate	Degrees Balance Forwards Backwards Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Agility Strength, Technique, Control Balance Evaluate Improve Shapes - Health and fitness – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Muscles Joints Explore Rotation Spin Turn Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Landing Take-off Flight Agility Strength, Technique, Control Balance Evaluate	Co-operate Audience Elements Twist Refine Aesthetically Criteria Extension Tension Inverted Judge Dynamics Combination Canon Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Flight Timing Agility Strength, Technique, Control Balance Evaluate Improve Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge, Level 3 partner balances – angle, lunge, feet, high thighs, straddle lift, trunk Health and fitness – warm
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					level 1 – steps, knees, thighs, shoulders, counter balance warm up/ cool down/ heart rate	Improve Shapes Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery	up/ cool down/ heart rate/ pulse/ recovery
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Swimming					Shallow Deep Turning Rolling Metres Glide Front Back Style Horizontally Vertically Front crawl Float	Shallow Deep Turning Metres Glide Front Back Style Submerge Horizontally Vertically Front crawl Back stroke Breast stroke Independence Rescue	
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