



Progression and Assessment in Physical Education



Physical Education Intent

PE is to be delivered by class teachers and where possible specialist teachers. The curriculum offers a breadth of both indoor and outdoor activities with a key focus for reception and KS1 on mastering the fundamental movement skills. A range of skill related activities alongside the real PE program will be delivered as we aim to develop pupils with strong inter changeable skills to access a range of sports and to further participation both in and out of school. There should be an element of competition and a desire to perform to the best of their ability which is why pupils are entered into local inter school competitions from y1 and throughout school.

At key stage 2 an increase in competition and achievement is encouraged with more sport specific activities being offered these follow invasion games, striking and fielding, dance, gymnastics and in Y3 swimming. These activities are completed alongside the Real PE program, which should develop as the pupils do to increase physical, social, communication, team work and leader skills.

As a school, one of the focuses is of inclusion and opportunity for all to succeed and PE is no different with a large amount of specialist equipment available we have been able to send inclusive teams to events and allow every child the opportunity to compete in competitive sport as well as participate in every PE lesson.

We believe the choice of activity should be vast as to encourage as much opportunity for pupils to demonstrate their skills as they can. With many links to the wider community and other sports clubs, we ensure a high number of extra-curricular attendees to clubs and high numbers attending clubs outside of school. Through applying this mentality, the school has successfully achieved the Gold sports mark award for two consecutive years and is constantly working towards becoming a centre of excellence for sport and PE.

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| Colour | | | | | | |
| Area of study | Games | Athletics | Dance | Gymnastics | Swimming | Outdoor & Adventure |

| Depth of Learning | Cognitive challenge | Nature of progress | Typically, pupils will | Predominant teaching style |
|--------------------------|--|----------------------------|---|-----------------------------------|
| Developing | Low level cognitive demand. Involves following instructions. | Acquiring | name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, recognise, tell, repeat, arrange, memorise. | Modelling Explaining |
| Secure | Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making. | Practising | apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare. | Reminding Guiding |
| Exceeding | Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. | Deepening Understanding | Requires justification of answers. solve non-routine problems, appraise, explain concepts, hypothesise, investigate, create, prove. | Coaching Mentoring |



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| Foundation Stage | | | |
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| Co-ordination and cognition. | <p>Pupils should be taught to: follow simple instructions to develop fundamental movements with some balance, control and smooth movements.</p> <ul style="list-style-type: none"> - Examples should be lifting arms knees, driving arms forwards and backwards, marching on the spot with opposite arms and legs, running on spot lifting arms and legs up, heel flicks, complete actions opposite arms and legs, move on one leg, spin on either foot in full, half and quarter turns. - Think about the movements when describing them. - Roll a ball around the body move a ball between two people. - Send and receive a ball to and from a partner. | | |
| Games | <p>Games should follow stories and be played where pupils learn to take turns and have different roles whilst playing.</p> <p>Examples should allow pupils to work with others to develop their social skills and apply the skills learnt from fundamental movements.</p> | | |
| Reviewing | <p>To recognise when others have performed well and when they have completed an action accurately. To congratulate if someone has improved or helped, had a good idea or came up with something different. Pupils to give stickers to show that they have recognised someone doing an activity well.</p> | | |
| ELG | <p>Physical Development Gross Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> -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. | | |
| Vocabulary | <p>Lift strength same and different opposite roll pass send balance still find jump hop skip climb run hold grip near close order</p> | | |
| Development Matters Physical Development | <p style="text-align: center;">Birth to Three</p> <ul style="list-style-type: none"> • Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as co-ordination develops. • Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools. | <p style="text-align: center;">Three and Four-Year-Olds</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | <p style="text-align: center;">Children in Reception</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes |



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| | Year 1/2 | Year 3/4 | Year 5/6 |
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| Vocabulary | throw catch Together Attack defence Balance heart rate breathing control space movement send receive tackle shoot <i>cognitive, social, physical, agility co-operative</i> <i>co-ordinated zone strike perform tactic,</i> <i>communicate, creative</i> | agility co-operative co-ordinated zone strike performance monitor pulse/breathing intercept tactics patterns invade receive accurate possession control awareness communicate, cognitive, social, physical, creative <i>respiratory cardiovascular officiate</i> | intercept tactics patterns invade receive accurate possession control awareness respiratory cardiovascular technique officiate personal best achievement <i>application</i> |
| Games | Pupils should be taught to: <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 participate in team games, developing simple tactics for attacking and defending perform dances, using simple movement patterns <p><i>For instance: Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams</i></p> | Pupils should be taught to: <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 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 performance with previous ones and demonstrate improvement to achieve their personal best <p><i>For instance: Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games Apply basic principles of attacking and defending Develop an understanding of fair play (respect team mates and opponents)</i></p> | <p><i>For instance: Develop techniques of a variety of skills to maximise team effectiveness Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) Use tactics when attacking or defending Apply rules of fair play to competitive games</i></p> |
| KPIs | <p>Year 1 Expected Can they throw underarm? Can they roll a piece of equipment? Can they hit a ball with a bat? Can they move and stop safely? Can they catch with both hands? Can they throw in different ways? Can they kick in different ways? Can they describe how their body feels before, during and after exercise?</p> <p>Year 2 Expected Can they use hitting, kicking and/or rolling in a game? Can they stay in a 'zone' during a game? Can they decide where the best place to be is during a game? Can they use one tactic in a game? Can they follow rules? Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they say how they could improve?</p> | <p>Year 3 Expected Can they throw and catch with control when under limited pressure? Are they aware of space and use it to support team-mates and cause problems for the opposition? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</p> <p>Year 4 Expected Can they catch with one hand? Can they throw and catch accurately? Can they hit a ball accurately and with control? Can they keep possession of the ball? Can they move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening? Can they select and use the most appropriate skills, actions or ideas? Can they move and use actions with co-ordination and control? Can they make up their own small-sided game?</p> | <p>Year 5 Expected Can they gain possession by working as a team? Can they pass in different ways? Can they use forehand and backhand with a racquet? Can they field? Can they choose the best tactics for attacking and defending? Can they use a number of techniques to pass, dribble and shoot? Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movements?</p> <p>Year 6 Expected Can they explain complicated rules? Can they make a team plan and communicate it to others? Can they lead others in a game situation? Do they apply their skills, techniques and ideas consistently? Do they show precision, control and fluency?</p> |



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| | | Year 1/2 | Year 3/4 | Year 5/6 |
|------------|----------|--|--|--|
| Vocabulary | | join Combine, actions, landing take off , target <i>sequence, techniques, judge</i> | Combine Sequence, techniques, apparatus , targets, observe, consistency, accuracy, distance, measure <i>Sustain, implements, personal goals, plyometrics, stamina, critique</i> | Plyometrics, sustain, implement, personal goals, critique, officiate, reflect, stamina, |
| Athletics | Running | <i>For instance: Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running</i> | <i>For instance: Run smoothly at different speeds Choose different styles of running of different distances Pace and sustain their effort over longer distances Watch and describe specific aspects of running (e.g. what arms and legs are doing) Recognise and record how the body works in different types of challenges over different distances Carry out stretching and warm-up safely Set realistic targets of times to achieve over a short and longer distance (with guidance)</i> | <i>For instance: Sustain pace over longer distance – 2 minutes Perform relay change-overs Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance Explain why athletics can help stamina and strength Set realistic targets for self, of times to achieve over a short and longer distance</i> |
| | Jumping | <i>For instance: Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping Explain what is successful or how to improve</i> | <i>For instance: Perform combinations of jumps e.g. hop, step, jump showing control and consistency Choose different styles of jumping Watch and describe specific aspects of jumping e.g. what arms and legs are doing Set realistic targets when jumping for distance for or height (with guidance)</i> | <i>For instance: Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance or height</i> |
| | Throwing | <i>For instance: Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve</i> | <i>For instance: Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) Throw with greater control Consistently hit a target with a range of implements Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</i> | <i>For instance: Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</i> |
| | KPIs | Year 1 Expected Can they copy actions? Can they repeat actions and skills? Can they move with control and care? Year 2 Expected Can they copy and remember actions? Can they repeat and explore actions with control and coordination? Can they talk about what is different between what they did and what someone else did? | Year 3 Expected Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency? Can they make up and repeat a short sequence of linked jumps? Can they take part in a relay activity, remembering when to run and what to do? Do they throw a variety of objects, changing their action for accuracy and distance? Can they explain how their work is similar and different from that of others? With help, do they recognise how performances could be improved? Year 4 Expected Can they run over a long distance? Can they spring over a short distance? Can they throw in different ways? Can they hit a target? Can they jump in different ways? Can they explain why warming up is important? Can they explain why keeping fit is good for their health? | Year 5 Expected Are they controlled when taking off and landing in a jump? Can they throw with accuracy? ☑ Can they combine running and jumping? ☑ Can they follow specific rules? Can they explain some important safety principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important? Year 6 Expected Can they demonstrate stamina? Can they use their skills in different situations? Can they explain how the body reacts to different kinds of exercise? Can they choose appropriate warm ups and cool downs? Can they explain why we need regular and safe exercise? |

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| | | Year 1/2 | Year 3/4 | Year 5/6 |
|--------------|----------------|--|--|---|
| Vocabulary | | Moves, travel, space, actions <i>Expression, sequence, routine,</i> | Dynamics, expression, awareness, repetition, routine, <i>Choreography, motif, spontaneity, gesture, unison, canon,</i> | Routine, dynamics, choreography, motif, spontaneity, gesture, unison, canon <i>Dynamic qualities, retrograde, alignment</i> |
| Dance | Compose | <p><i>For instance:</i> Copy some moves Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance</p> | <p><i>For instance:</i> Create dance phrases/dances to communicate an idea Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/ canon Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end Link phrases to music</p> | <p><i>For instance:</i> Create longer, challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) Link phrases to music</p> |

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| Dance continued | Perform | <p><i>For instance:</i> Move spontaneously showing some control and co-ordination Move with confidence when walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance Move in time with music Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p> | <p><i>For instance:</i> Perform dance to an audience showing confidence Show co-ordination, control and strength (Technical Skills) Show focus, projection and musicality (Expressive Skills) Demonstrate different dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy and continuity Demonstrate use of space – levels, directions, pathways and body shape Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</p> | <p><i>For instance:</i> Perform dance to an audience showing confidence and clarity of actions Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) Show focus, projection, sense of style and musicality (Expressive Skills) Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness Demonstrate dynamic qualities – speed, energy, continuity, rhythm Demonstrate use of space – levels, directions, pathways, size and body shape Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> |
| | Appreciate | <p><i>For instance:</i> Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p> | <p><i>For instance:</i> Show an awareness of different dance styles and traditions Understand and use simple dance vocabulary Understand why safety is important in the studio Compare and comment on their own and other's work -strengths and areas for improvement</p> | <p><i>For instance:</i> Show an awareness of different dance styles, traditions and aspects of their historical/social context Understand and use dance vocabulary Understand why safety is important in the studio Compare and evaluate their own and others' work</p> |
| | KPIs | <p>Year 1 Expected Can they move to music? Can they copy dance moves? Can they perform some dance moves? Can they make up a short dance? Can they move around the space safely? Year 2 Expected Can they dance imaginatively? Can they change rhythm, speed, level and direction? Can they dance with control and co-ordination? Can they make a sequence by linking sections together? Can they link some movements to show a mood or feeling?</p> | <p>Year 3 Expected Can they improvise freely, translating ideas from a stimulus into movement? Can they share and create phrases with a partner and in small groups? Can they repeat, remember and perform these phrases in a dance? Year 4 Expected Can they take the lead when working with a partner or group? Can they use dance to communicate an idea? Can they work on their movements and refine them? Is their dance clear and fluent? Can they explain how their work is similar and different from that of others? Can they use their comparison to improve their work?</p> | <p>Year 5 Expected Can they compose their own dances in a creative and imaginative way? Can they perform to an accompaniment, expressively and sensitively? Are their movements controlled? Does their dance show clarity, fluency, accuracy and consistency? Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? Year 6 Expected Can they develop imaginative dances in a specific style? Can they choose their own music, style and dance?</p> |



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| | | Year 1/2 | Year 3/4 | Year 5/6 |
|------------|------------|---|---|--|
| Vocabulary | | Shapes, perform, balance, floor, equipment, travel, routine, straight/tucked/star/straddle/pike, link <i>Extension, levels, apparatus, combinations, explore, interact</i> | Extension, levels, apparatus, combine, explore sequence, routine, apparatus, tucked, balance/counter balance response interact <i>Asymmetrical, symmetrical, techniques</i> | Levels, symmetrical, asymmetrical, variety, elements, tension, acrobatic, <i>suppleness</i> |
| Gymnastics | Sequencing | <p><i>For instance:</i> Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together</p> | <p><i>For instance:</i> Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</p> | <p><i>For instance:</i> Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> |
| | Balance | <p><i>For instance</i> Stand and sit "like a gymnast" Explore the 5 basic shapes: straight/tucked/star/ straddle/pike Balance in these shapes on large body parts: back, front, side, bottom Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> | <p><i>For instance:</i> Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, beside, behind and on different levels Move in and out of balance fluently</p> | <p><i>For instance:</i> Perform balances with control, showing good body tension Mirror and match partner's balance i.e. making same shape on a different level or in a different place Explore symmetrical and asymmetrical balances on own and with a partner Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from) Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</p> |

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| | | Year 1/2 | Year 3/4 | Year 5/6 |
|----------------------|-------------------|---|---|--|
| Gymnastics continued | Balance continued | continued: Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet –front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes | | continued: Begin to take more weight on hands when progressing bunny hop into hand stand |
| | Travel | For instance: Begin to travel on hands and feet (hands flat on floor and fully extend arms) Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) Bunny hop (transfer weight to hands) | For instance: Use a variety of rolling actions to travel on the floor and along apparatus Travel with a partner; move away from and together on the floor and on apparatus Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus | For instance: Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away from and back to a partner |
| | Jump | For instance: Explore shape in the air when jumping and landing with control (e.g. star shape) | For instance: Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action | For instance: Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing |
| | Roll | For instance: Continue to develop control in different rolls Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position) | For instance: Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll | For instance: Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet Explore symmetry and asymmetry throughout the rolling actions |
| | KPIs | <p>Year 1 Expected when travelling? Can they control their body when balancing? Can they copy sequences and repeat them? Can they roll in different ways? Can they travel in different ways? Can they balance in different ways? Can they travel or balance in different ways? Can they stretch and curl in different ways?</p> <p>Year 2 Expected Can they plan and show a sequence of movements? Can they use contrast in their sequences? Are their movements controlled? Can they think of more than one way to create a sequence which follows a set of 'rules'? Can they work on their own and with a partner to create a sequence?</p> | <p>Year 3 Expected Can they use a greater number of their own ideas for movement in response to a task? Can they adapt sequences to suit different types of apparatus and their partner's ability? Can they explain how strength and suppleness affect performances? Can they compare and contrast gymnastic sequences, commenting on similarities and differences? Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups used in gymnastic activities?</p> <p>Year 4 Expected Can they work in a controlled way? Can they include change of speed? Can they include change of direction? Can they include range of shapes? Can they follow a set of 'rules' to produce a sequence? Can they work with a partner to create, repeat and improve a sequence with at least three phases?</p> | <p>Year 5 Expected Can they make complex or extended sequences? Can they combine action, balance and shape? Can they perform consistently to different audiences? Are their movements accurate, clear and consistent?</p> <p>Year 6 Expected Do they combine their own work with that of others? Can they link their sequences to specific timings? Can they analyse and explain why they have used specific skills or techniques? Can they modify use of skills or techniques to improve their work? Can they create their own success criteria for evaluating?</p> |



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| | Year 1/2 | Year 3/4 | Year 5/6 |
|---------------------------|--|----------|----------|
| Swimming and Water Safety | <p>All schools must provide swimming instruction in either KS1 or KS2 . 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 (e.g. front crawl, backstroke and breaststroke)• perform safe self-rescue in different water-based situations <p><u>Vocabulary Y3 swimming</u> Breast stroke, back stroke, extend, front crawl, propulsion, stream line, depth, catch</p> | | |



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| | | Year 1/2 | Year 3/4 | Year 5/6 |
|------------------------------------|-----------------|---|--|---|
| Vocabulary | | Position, environments, placement, co-operate <i>Orientate route controls spotting</i> | Orientate, route, ordnance, collaborate, control points, compass, map reading, retrace, symbols <i>Strategies, problem solving, over hand knot, topography</i> | Strategies, trails, implement and refine, Topography, reef knot, survival, <i>Countryside code, loop course</i> |
| Outdoor and Adventurous Activities | Orientation | <i>For instance: Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail</i> | <i>For instance: Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point</i> | <i>For instance: Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate Plan an orienteering challenge</i> |
| | Communication | <i>For instance: Begin to work co-operatively with others Plan and share ideas</i> | <i>For instance: Co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe</i> | <i>For instance: Plan and share roles within the group based on each other's strengths Understand individuals' roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe</i> |
| | Problem Solving | <i>For instance: Discuss how to follow trails and solve problems Select appropriate equipment for the task</i> | <i>For instance: Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working</i> | <i>For instance: Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies</i> |
| | KPIs | | Year 3 Expected Can they follow a map in a familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route safely? Year 4 Expected Can they follow a map in a more demanding familiar context? Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route accurately, safely and within a time limit? | Year 5 Expected Can they follow a map in an unknown location? Can they use clues and compass directions to navigate a route? Can they change their route if there is a problem? Can they change their plan if they get new information? Year 6 Expected Can they plan a route and series of clues for someone else? Can they plan with others taking account of safety and danger? |