



Whole School Physical Education Progression Document

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

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

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives

	Nursery	Reception	Year 1	Year 2
Games	Start taking part in some group activities which they make up for themselves, or in teams.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	I can travel in a variety of ways including running, jumping and changing directions.	I can make decisions about where and when to run.
	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills	Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics and sport.	I can begin to perform a range of throws including underarm and chest pass.	I can confidently send the ball to others in a range of ways (underarm, chest pass and bounce pass.
		Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group	I can receive a ball with basic control.	I can begin to receive a ball in my hands with the correct technique.
		Negotiate space and obstacles safely, with consideration for themselves and others.	I can begin to develop hand-eye coordination	I can become confident with my hand eye coordination.
		Demonstrate strength, balance and coordination when playing.	I can participate in simple games	I can begin to apply and combine a variety of skills to a game situation and understand the importance of rules and tactics.
		Move energetically such as running, jumping, dancing, hopping, skipping and climbing		
		Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.		
		Gross Motor Skills ELG 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. End of EYFS assessment point.		
National Curriculum By the end of KS1 pupils will:				
<ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching • participate in team games, developing simple tactics for attacking and defending 				

	Nursery	Reception	Year 1	Year 2
Gymnastics	Go up steps and stairs, or climb up apparatus, using alternate feet	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.	I can copy and explore basic movements with some control and coordination (travel roll, jump and balance).	I can explore different pathways and patterns through travel, rolls, jumps and balances.
	Use large muscle movements to wave flags and streamers, paint and make marks.	Develop overall body strength, balance, and coordination.	I can begin to move into and perform different body shapes (core).	I can confidently move into and perform different body shapes (core).
	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.	Gross Motor Skills 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. End of EYFS assessment point	I can begin to perform at different levels.	I can perform at different levels and directions.
			I can take body weight on hands for a short period of time.	I can take body weight on different body parts with and without apparatus.
			I can link 2-3 movements in a sequence.	I can link 3-4 movements to create a sequence.
			I can begin to use the equipment safely.	I can use equipment and explore how to use it in a variety of ways.
	National Curriculum By the end of KS1 pupils will:			
<ul style="list-style-type: none"> • develop balance, agility and co-ordination, and begin to apply these in a range of activities 				

	Nursery	Reception	Year 1	Year 2
Dance	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Progress towards a more fluent style of moving with developing control and grace.	I can copy and explore basic movements and body patterns.	I can copy and explore basic movements and body patterns with clear control.
	Are increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different	I can remember simple movements and dance steps.	I can vary speed and levels in my dance sequence.



		movements with ease and fluency.		
	Match their developing physical skills to tasks and activities in the setting. For example, they decide to crawl, walk or run across a plank, depending on its length and width.	Listen attentively, move to and talk about music, expressing their feelings and responses. EAD	I can begin to link movements to sounds and music.	I can vary the size of my body shape
		Watch and talk about dance and performance art, expressing their feelings and responses. EAD	I can respond to a range of stimuli	I can respond imaginatively to stimuli.
		Explore and engage in music making and dance, performing solo or in groups. EAD		I can use space well and negotiate space clearly.
		Gross Motor Skills 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. End of EYFS assessment point.		I can add change of direction to a sequence.
National Curriculum By the end of KS1 pupils will:				
<ul style="list-style-type: none"> perform dances using simple movement patterns. 				

	Year 3	Year 4
Games	I can begin to travel in a variety of directions for a particular purpose (defending/attacking) and whilst keeping possession of a ball.	I can use different ways of travelling for attacking and defending, whilst keeping good control and possession of a ball or winning possession.
	I can confidently send the ball to others in a range of ways (underarm, chest, over arm and bounce passes, kicking etc)	I can show confidence in using ball skills in various ways and can link these together (bouncing, kicking throwing, dribbling etc).
	I can receive a ball with control when under pressure in game situation.	I can receive possession of a ball and use running, jumping, throwing and catching in isolation and combination showing co-ordination, control and fluency.
	I can communicate, work as a team and begin to compete during game situations showing my knowledge of the game I'm playing and associated rules.	I can take part in a competitive game as an effective part of the team using my knowledge of the rules and communicating well with other players.
	I can use simple tactics individually and within a team e.g. principles of attack and defence, how to keep possession and use of space.	I can use tactics within games I have learnt and begin to create my own games using these principles and the knowledge and skills taught.
	National Curriculum	



	<p>By the end of KS2 pupils will:</p> <ul style="list-style-type: none"> • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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	Year 3	Year 4
Gymnastics	I can improve the quality of my rolls, jumps, travel, body shapes and balance through tension and extension.	I can develop a range of rolls, jumps, travel, body shapes and balances and include in a performance.
	I can copy, explore and remember a variety of 4-5 movements and use them to create my own sequence which contains changes of shape, direction and level	I can create gymnastic sequences of at least 5-6 actions that meet a theme or set of objectives, which contains changes of shape, direction, level and speed.
	I can apply compositional ideas independently and with others to create a sequence (e.g. unison, mirroring, canon and formation.)	I can develop compositional ideas within different situations to develop and extend sequences.
	I can demonstrate some strength and control when taking weight on different body parts for longer periods of time.	I can demonstrate increasing strength, control, flexibility and technique when taking my own and others weight.
	I can begin to develop good technique of taught skills when using equipment.	I can begin to perfect sequences of taught skills when using equipment.
	<p>National Curriculum</p> <p>By the end of KS2 pupils will:</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	

	Year 3	Year 4
Dance	I can copy, remember and perform dance phrases.	I can copy, remember, perform and adapt set choreography.
	I can begin to improvise independently and with a partner to create simple dance material.	I can improvise with material and modify dance phrases with a partner or on my own to communicate various ideas.
	I can translate ideas from stimuli to movement with support.	I can translate ideas in response to stimuli and share my ideas and reasoning with others.
	I can begin to compare and adapt movements and motifs to create a larger sequence which contains the use of choreographic techniques such as unison, mirroring, canon and changes of formation.	I can vary and adapt dance phrases and motifs showing an awareness of dynamics and choreographic principles such as unison, canon, complementing, action and reaction and a range of different formations.
	I can perform dances with an awareness of rhythm on my own or in a group.	I can perform dances showing good rhythm, spatial awareness and an appreciation of the audience.
	<p>National Curriculum</p> <p>By the end of KS2 pupils will:</p> <ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	

	Year 3	Year 4
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Athletics	I can run at speeds appropriate for the distance.	I can begin to build a variety of running techniques.
	I can perform a running jump with some accuracy.	I can perform a running jump with more than one component.
	I can perform a variety of throws using a selection of equipment.	I can demonstrate accuracy in throwing activities.
	National Curriculum By the end of KS2 pupils will: <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	

	Year 3	Year 4
Outdoor Adventurous Activities	I can begin to develop listening skills when listening to a partner or adult.	I can develop listening skills.
	I can begin to use compass points.	I can begin to use a simple map.
	I can begin to think activities through	I can begin to think activities through and problem solve.
	I can begin to choose strategies.	I can begin to choose and apply strategies.
	I can begin to understand how to stay safe.	I can begin to demonstrate an understanding of how to stay safe.
	National Curriculum By the end of KS2 pupils will: <ul style="list-style-type: none"> • 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. 	

	Year 1 and 2	Year 3 and 4
Evaluation	I can comment on own and other's performance.	I can watch and describe a performance.
	I can give comments on how to improve performance.	I can begin to think about how I can improve my work.
	I can use appropriate vocabulary when giving feedback.	I can work with a partner or with a small group to improve my skills.
		I can make suggestions of how to improve my work.
	National Curriculum By the end of KS2 pupils will: compare their performances with previous ones and demonstrate improvement to achieve their personal best	