

Radcliffe Hall CE/ Methodist Primary School PE Curriculum Progression							
	EYFS	Key Stage One		Key Stage Two			
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Gymnastics <i>Pupils should be taught:</i></p> <p>Perform dances using simple movement patterns.</p> <p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop their movement, balancing, and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body strength, balance, coordination and agility.</p>	<p>Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes.</p> <p>Move confidently and safely in their own and general space, using change of speed and direction.</p> <p>Copy, create and link movement phrases with beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p> <p>Explore making their body tense, relaxed, stretched and curled.</p> <p>Can they explore different ways of stretching, balancing, rolling, and travelling</p>	<p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions.</p> <p>Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.</p> <p>Create routines which have a clear beginning and ending.</p> <p>Work with a partner sharing ideas and creating a simple sequence.</p>	<p>Use a greater number of their own ideas for movements in response to a task.</p> <p>Choose and plan sequences of contrasting actions.</p> <p>Complete actions with increasing balance and control.</p> <p>Move in unison with a partner.</p> <p>Choose actions that flow well into one another.</p> <p>Adapt sequences to suit different types of apparatus.</p> <p>With help, recognise how performances could be improved.</p>	<p>Safely perform balances individually and with a partner.</p> <p>Plan and perform sequences with a Partner that include a change of level and shape.</p> <p>Understand how body tension can improve the control and quality of their movements.</p> <p>Watch, describe and suggest possible improvements to a performance.</p>	<p>Create and perform sequences using apparatus, individually and with a partner.</p> <p>Use set criteria to make simple judgments about performances and Suggest ways they could be improved.</p> <p>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Use strength and flexibility to improve the quality of a performance.</p>	<p>Understand what counter balance and counter tension is and show examples with a partner.</p> <p>Combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Create and perform sequences using compositional devices to improve the quality.</p> <p>Suggest changes and use feedback to improve a sequence.</p>

<p>Dance <i>Pupils should be taught:</i></p> <p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body strength, balance, coordination and agility.</p>	<p>Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>Move confidently and safely in their own general space using changes of speed level and direction.</p> <p>Compose and link movements to make simple beginnings, middles and ends.</p> <p>Perform movement phrases using a range of body actions and body parts.</p>	<p>Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance.</p> <p>Explore the change of rhythm, speed, level and direction.</p> <p>Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p>	<p>Create dance phrases that communicate ideas.</p> <p>Create dance phrases with a partner and in a small group using canon and unison.</p> <p>Repeat, remember and perform these phrases in a dance. ☑ Use dynamic and expressive qualities in relation to an idea.</p> <p>Use counts to keep in time with a group and the music.</p> <p>Recognise and talk about the movements used and the expressive qualities of dance.</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>Use formation, canon and unison to develop a dance.</p> <p>Refine, repeat and remember dance phrases and dances.</p> <p>Perform dances clearly and fluently.</p> <p>Describe, interpret and evaluate dance, using appropriate language.</p>	<p>Adapt and refine actions, dynamics and relationships in a dance.</p> <p>Perform different styles of dance clearly and fluently.</p> <p>Recognise and comment on dances, showing an understanding of style.</p> <p>Suggest ways to improve their own and other people's work.</p>	<p>Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.</p> <p>Adapt and refine actions, dynamics and relationships to improve a dance.</p> <p>Choreograph a dance using props.</p> <p>Perform dances fluently and with control.</p> <p>Use appropriate language to evaluate and refine their own and others' work.</p>
<p>Games <i>Pupils should be taught:</i></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p>	<p>To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p>Explore and use skills, actions and ideas individually and in combination to suit</p>	<p>Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary.</p>	<p>Move with a ball towards goals with increasing control.</p> <p>Understand their role as an attacker and as a defender</p> <p>Move into space to help support a team.</p>	<p>Pass, receive and shoot the ball with increasing control. ☑ Work as part of a team to keep possession and score goals when attacking. ☑ Defend one on one and know when and how to win the ball.</p>	<p>Understand there are different skills for different situations and begin to use these.</p> <p>Move into space to help a team.</p> <p>Play in a range of positions and know</p>	<p>Pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation.</p> <p>Create and use a variety of tactics to help a team.</p>

<p>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</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>the game that is being played.</p> <p>Show ability to work with a partner in throwing and catching games.</p> <p>Choose and use skills effectively for particular games:</p> <ul style="list-style-type: none"> -Throw a ball accurately to a target using increasing control,. -Explore throwing and catching in different ways. -Explore kicking in different ways with increasing control. 	<p>Develop basic tactics in simple team games and use them appropriately.</p> <p>Choose use and vary simple tactics.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Begin to lead others in a simple team game.</p> <p>Be able to pass and stop a ball to a team mate accurately.</p> <p>Understand how to intercept a moving ball.</p> <p>Understand role of attacker and defender.</p>	<p>Defend an opponent and try to win the ball.</p> <p>Use overarm and underarm throwing, and catching skills.</p> <p>☑ Begin to strike a bowled ball after a bounce.</p> <p>Bowl a ball towards a target.</p> <p>Develop an understanding of tactics and begin to use them in game situations.</p>	<p>☑ Use simple tactics to help a team score or gain possession.</p> <p>Use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>Strike a bowl and ball after a bounce.</p> <p>Bowl a ball with some accuracy, and consistency.</p> <p>Choose and use simple tactics for different situations.</p>	<p>how to contribute when attacking and defending.</p> <p>Pass, receive and shoot the ball with some control under pressure.</p> <p>To sometimes strike a bowled ball.</p> <p>Begin to develop a wider range of skills and use these under some pressure.</p> <p>Use tactics effectively in a competitive situation.</p>	<p>Create and use space to help a team.</p> <p>Select and apply different movement skills to lose a defender.</p> <p>Use marking, and/or interception to improve defending.</p> <p>Strike a bowled ball with increasing consistency.</p> <p>Use some tactics in the game as a batter, bowler and fielder.</p> <p>Select the appropriate action for the situation.</p>
<p>Athletics</p>	<p>Select and use activities and resources, with help</p>	<p>Carry and place equipment safely.</p>	<p>Run at different paces, describing the different paces.</p>	<p>Identify and demonstrate how different techniques</p>	<p>Confidently demonstrate an improved technique for sprinting.</p>	<p>Accelerate from a variety of starting positions and select</p>	<p>Recap, practise and refine an effective</p>

<p><i>Pupils should be taught:</i></p> <p>Use running, jumping, throwing, and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastic) 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</p>	<p>when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</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>Complete an obstacle course.</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>Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with</p>	<p>can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</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 and with control.</p> <p>Throw with greater control and accuracy.</p>	<p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</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 and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>Watch, describe and evaluate the effectiveness of</p>	<p>their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Improve techniques for jumping for distance. Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p>	<p>sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</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>Jump 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>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>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p> <p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</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>Perform learnt skills with increasing control.</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 learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p> <p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy. Investigate different jumping techniques.</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>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Choose and use criteria to evaluate own and others' performance.</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> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p> <p>Perform and apply a variety of skills and techniques confidently,</p>
--	--	---	--	--	---	--	--

			<p>Compete against self and others.</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>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
<p><u>Orienteering</u> <u>(KS2)</u> <i>Pupils should be taught:</i></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>				<p>Orienteate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Communicate with others.</p>	<p>Orienteate 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>Communicate clearly with other 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>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>Use clear communication to effectively complete a particular role in a team.</p> <p>Complete orienteering activities both as part</p>	<p>Orienteate 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> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p>

				<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>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</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.</p> <p>Plan and organise a trail that others can follow.</p> <p>Communicate clearly with others.Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</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>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>of a team and independently.</p> <p>Identify a key on a map and begin to use the information in activities.</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. Identify the quickest route to accurately navigate an orienteering course.</p> <p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team.</p> <p>Successfully use a map to complete an orienteering course. Begin to use a compass for navigation.</p> <p>Complete an orienteering course on multiple occasions, in a</p>	<p>Use a range of map styles and make an informed decision on the most effective.</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> <p>Manage an orienteering event for others to compete in.</p> <p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills when necessary.</p> <p>Successfully use a map to complete an orienteering course.</p> <p>Use a compass for navigation.</p>
--	--	--	--	---	--	---	---

						<p>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>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>Organise an event for others.</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> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
--	--	--	--	--	--	--	---