



RADDLEBARN PRIMARY SCHOOL PROGRESSION IN P.E.

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Resources
Body Awareness	<p>To be able to tell and adult when they are tired or want to rest/play</p> <p>To begin to observe the way their body changes after activity</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>	<p>To understand that exercise, healthy eating and rest can contribute to good health</p> <p>Describe how the body feels when still and when exercising.</p> <p>Use one handed tools and equipment</p> <p>Begin to hold a pencil correctly</p> <p>Begin to use anticlockwise movement and retrace vertical lines</p> <p>Manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.</p>	<p>To be aware that when they are active, changes will occur to their body</p> <p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p>	<p>To be aware of and can explain some of the changes that occur in their body when they are active</p> <p>Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain what they need to stay healthy.</p> <p>* try yoga</p>	<p>To understand how stamina and power help people to perform well in different sports</p> <p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>To recognize the way suppleness and strength affect the quality of their performance</p> <p>To lead a partner through a short warm-up routine</p> <p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> <p>* use a camera to document a performance</p>	<p>To identify activities that help to develop stamina and power</p> <p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>To identify and explain the main types of fitness needed for different activities and use these in warm-up routines</p> <p>To organize warm-up and cool-down exercised for myself and others</p> <p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier</p>	

<p>Invasion Games</p>	<p>To catch a large ball</p> <p>To kick a large ball</p> <p>To stop on command</p> <p>Runs safely on whole foot</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>To be able to use a ball within a game setting</p> <p>Move confidently in a range of ways, safely negotiating space.</p>	<p>To choose different ways of hitting, throwing, striking or kicking a ball</p> <p>To be able to throw and catch a large ball- over and under arm</p> <p>To dribble a ball.</p> <p>To be able to participate in a game with opposing sides, following a set of rules</p>	<p>To travel with, send and receive a ball (with or without other equipment) in different ways</p> <p>To send a ball/beanbag, accurately, to a partner or a point, over a distance of 10 metres</p> <p>To dribble a ball in an out of a set of obstacles</p> <p>To participate in a game, working together and cooperating to score goals</p>	<p>To pass, dribble, control, shoot and intercept a ball, with increasing accuracy during games</p> <p>To develop simple tactics for attacking and defending</p> <p>Pass the ball in two different ways in a game situation with some success.</p>	<p>To change the pace, length and direction of my throws, passes and shots to outwit opponents</p> <p>To identify and use tactics to help my team keep the ball and take it towards the opposition's goal</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p>	<p>To use marking, talking and or intercepting to impose my defense</p> <p>To apply basic principles of team play to keep possession of the ball</p> <p>To increase knowledge of rules and scoring</p> <p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p>	<p>To understand and implement a range of tactics in games</p> <p>To understand attacking and defending positions well and can communicate my ideas through my play</p> <p>To use my knowledge of rules and scoring to begin to umpire/referee</p> <p>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.</p>	
<p>Striking and Fielding</p>	<p>To begin to throw a large ball with some accuracy</p>	<p>Hit a ball with a bat or racquet.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p>	<p>Use hitting skills in a game.</p> <p>Practice basic striking, sending and receiving.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games (throwing over/under arm)</p> <p>Position the body to strike a ball</p>	<p>Develop a range of skills in striking (and fielding where appropriate). Practice the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>To use a range of fielding skills (catching, throwing, bowling, intercepting)</p> <p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>To strike a bowled ball accurately</p> <p>To catch a ball using equipment</p> <p>Use different techniques to hit a ball.</p> <p>Explore when different shots are best used.</p> <p>Practise techniques for all strokes.</p>	<p>To use a range of fielding skills (catching, throwing, bowling intercepting) with growing control and consistency</p> <p>To use a range of tactics for attacking and defending when batting, bowling or fielding</p> <p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball</p>	<p>Lacrosse equipment</p>

								when striking or hitting.	
Net/Wall Games					<p><i>* learn a new game</i></p> <p>To learn techniques for getting the ball over a net</p> <p>To move to receive a ball</p>	<p>Accurately serve underarm.</p> <p>To start a game with a bouncing serve or feed</p> <p>Build a rally with a partner.</p> <p>To play a game attempting to use a range of shots</p>	<p>To play a game using a range of shots with degree of consistency and accuracy</p> <p>Develop a backhand technique and use it in a game.</p> <p>To use a range of tactics for attacking and defending when playing games involving a net or wall</p> <p>To begin to understand rules and scoring</p>	<p>Play a badminton game using an overhead serve.</p> <p>To be able to use rules and scoring during the game, and begin to use this knowledge to umpire</p>	
Athletics	<p>To run safely on my whole foot.</p> <p>To climb stairs and simple climbing equipment using alternate feet</p>	<p>To begin to learn it is important for me to walk and run at playtimes</p> <p>To jump with both feet leaving the ground.</p>	<p>To know that it is important for me to walk and run at playtimes</p> <p>To skip without a rope</p> <p>To jump for height</p>	<p>To know that it is important for me to exercise regularly, including at playtimes</p> <p>To skip with a rope</p> <p>To jump for distance</p> <p>To Gallop</p>	<p>To choose the best pace for a running event, so that their running can be sustained</p> <p>To show good accuracy and technique when throwing</p>	<p>To use measurements of time and length to help me assess my performance in athletics</p> <p>To compete in a range of increasingly challenging situations</p>	<p>To show good control, speed, strength and stamina when running, jumping and throwing</p> <p>To use measurements of time and length to help me assess my performance in athletics</p> <p>To compete in a range of increasingly challenging situations</p>	<p>To use good technique and pace my efforts well in different athletic events</p> <p>To develop an understanding of how to improve in different disciplines</p>	
Outdoor and Adventurous					In outdoor and adventurous activities, to	<i>* Go hiking</i>	In outdoor and adventurous activities, to use a		

					<p>can work as part of a team to complete a task</p> <p><i>Orienteers themselves with increasing confidence and accuracy around a short course</i> <i>Identify symbols used on a key</i> <i>Use effective communication and begin to work as a team</i> <i>Begin to use equipment as appropriate for an activity</i> <i>Begin to complete activities in a set period of time</i> <i>Begin to evaluate performance</i> <i>Describe how their performance has improved over time</i></p> <p>*Climb a tree</p>		<p>diagram or plan to help them go from one place to another</p> <p>Design an orienteering course that can be completed by others Begin to use navigation equipment to navigate around a trail Complete orienteering activities as part of a team and individually Use appropriate communication Successfully use a map to complete an orienteering course Explain why they have used particular skills or techniques and the effect they have on performance</p> <p>*Climb something which is taller than you</p> <p>* Orienteering</p> <p>*Walk to the top of a hill</p>		
Acquiring and Developing Skills in Gymnastics (General)	To stand on one foot momentarily To move confidently in a range of ways, such as rolling,	Create a short sequence of movements. Travel with confidence and skill around, under, over and through balancing	Create and perform a movement sequence. Copy actions and movement sequences with a	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.	Choose ideas to compose a movement sequence independently and with others.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping,	

	<p>hopping, running and jumping.</p> <p><i>*Roll down an incline</i></p> <p><i>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Draws lines and circles using gross motor movements.</i></p>	<p>and climbing equipment</p> <p><i>Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</i></p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Jump off an object and lands appropriately</p>	<p>beginning, middle and end.</p> <p><i>Link two actions to make a sequence.</i></p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p><i>Hold still shapes and simple balances.</i></p> <p>Carry out simple stretches.</p> <p>Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment.</p> <p>Begin to move with control and care.</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><i>Jump in a variety of ways and land with increasing control and balance.</i></p> <p>Climb onto and jump off the equipment safely.</p> <p><i>Move with increasing control and care.</i></p>	<p>Link combinations of actions with increasing confidence, including changes of direction, speed or level.</p> <p><i>Develop the quality of their actions, shapes and balances.</i></p> <p><i>Move with coordination, control and care.</i></p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p><i>Create interesting body shapes while holding balances with control and confidence.</i></p> <p>Begin to show flexibility in movements</p>	<p>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>Use equipment to vault in a variety of ways.</p> <p><i>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</i></p> <p><i>Begin to develop good technique when travelling, balancing and using equipment.</i></p> <p>Develop strength, technique and flexibility throughout performances.</p>	<p>new criteria or suggestions. 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>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p><i>Develop strength, technique and flexibility throughout performances.</i></p> <p>Combine equipment with movement to create sequences.</p>	<p>swinging, vaulting and stretching.</p> <p><i>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</i></p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p><i>Apply skills and techniques consistently, showing precision and control.</i></p> <p>Develop strength, technique and flexibility throughout performances.</p>	
Rolls	Forward roll assisted	Curled side roll (egg roll)	Log roll (controlled)	Log roll (controlled) Curled side roll (egg roll)	Crouched forward roll	Forward roll from standing	Forward roll from standing	Forward roll from standing Straddle forward roll	

	Log roll (pencil roll)	Log roll (pencil roll)	Curled side roll (egg roll) (controlled) Teddy bear roll	(controlled) Teddy bear roll (controlled) Crouched forward roll	Forward roll from standing Tucked backward roll	Straddle forward roll Tucked backward roll Backward roll to straddle	Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll	
Jumps	Straight jump using both feet Jumping Jack	Straight jump Jumping Jack Half turn jump	Straight jump Tuck jump Jumping jack Half turn jump Cat spring	Straight jump Tuck jump Jumping jack Half turn jump Cat spring Cat spring to straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap	
Travelling and link actions	Tiptoe, step and jump	Tiptoe, step, jump and hop	Tiptoe, step, jump and hop Hopscotch Skipping Galloping	Tiptoe, step, jump and hop Hopscotch Skipping Galloping Straight jump half-turn	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Cat leap	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	Tiptoe, step, jump and hop Hopscotch Skipping Chassis steps Straight jump half turn Straight jump full turn Cat leap Cat leap half turn Pivot	
Shapes and balance	Standing balances	Standing balances Kneeling balances	Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes	Standing balances Kneeling balances Large body part balances Balances on apparatus Balances with a partner	Large and small body part balances, including standing and kneeling balances Balances on apparatus Matching and contrasting partner balances	1, 2, 3 and 4- point balances Balances on apparatus Balances with and against a partner Pike, tuck, star, straight, straddle shapes	1, 2, 3 and 4- point balances Balances on apparatus Part body weight partner balances Pike, tuck, star, straight, straddle shapes Front and back support	1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control and complexity of part-weight partner balances Group formations	

				Pike, tuck, star, straight, straddle shapes Front and back support	Pike, tuck, star, straight, straddle shapes Front and back support	Front and back support		Pike, tuck, star, straight, straddle shapes Front and back support	
Dance Skills Performance Evaluate	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Create movement in response to music	Show good control and co-ordination in large and small movements. Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas. Control my body when performing a sequence of movements. Talk about what they have done. Talk about what others have done	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve. *Perform a dance	Copy, remember and repeat actions Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions. Perform sequences of their own composition with coordination. Perform learnt skills with increasing control. Compete against self and others. Watch and describe performances, and use what they see to improve their own performance.	Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner. Watch, describe and evaluate the	Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music.	Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. <i>Perform with confidence, using a range of movement patterns.</i> Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.	

				<p>Talk about the differences between their work and that of others.</p>	<p>effectiveness of a performance. Describe how their performance has improved over time.</p>	<p>Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.</p> <p>*Watch a dance production</p> <p>*Choreograph a dance</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>Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control.</p> <p>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.</p> <p>*Learn to moon walk</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, still demonstrating fluency across their sequence.</p> <p>Dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>Demonstrate consistent precision when performing dance sequences.</p> <p>Modify some elements of a sequence as a result of self and peer evaluation.</p> <p>Use complex dance vocabulary to compare and improve work</p> <p>Link actions to create a complex sequence using a full range of movement.</p> <p>Perform the sequence in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently,</p>	
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								consistently and with precision.	
								Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.	
Swimming						<p>Travel 10 metres on front</p> <p>Travel 10 metres on back</p> <p>Fully submerge to pick up a sunken object</p> <p>*Swim outside</p>		<p>Swim 10 metres using 2 of the following strokes; front crawl, breaststroke or backstroke</p> <p>Swim 25 metres using a recognizable stroke</p> <p>Be able to retrieve a sunken object from the bottom of the pool (full reach depth)</p>	