PE Curriculum Progression 25/26

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Fitness						
	Describe how the body feels before, during and after exercise. Carry and place equipment safely. Have a basic understanding of a healthy lifestyle.	Recognise and describe how the body feels during and after different activities. Explain what they needs to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Striking and Hitting a Ball						
	Use hitting skills in a game. Practice basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking and fielding. Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat, racquet or stick to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use atleast two different shots in a game situation. Use hand-eye co-ordination to strike a moving and stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve.	Hit a bowled ball over longer distances. Use good hand-eye co-ordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.
Travelling with a Ball						
	Travel with a ball in different ways. Travel with a ball in different directions.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques, showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.

Throwing and Catching a Ball						
	Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching.	Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye co-ordination to control a ball. Vary types of throw used.	Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (high, low, fast, slow). Develop a safe and effective overarm bowl.	Develop different ways of throwing and catching.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Throw and catch accurately and successfully under pressure in a game.
Passing a Ball						
	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency (pass and receive the ball on the move).
Using Space						
	Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.	Change speed and direction whilst running. Begin to choose and use the best space in a game.	Find a useful space and get in to it to support team mates.	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space.	Demonstrate a good awareness of space.
Attacking and Defending						
	Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Use atleast one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop strategies to prevent the opposition scoring.

Tactics and Rules						
	Follow simple rules to play games, including team games.	Understand the importance of rules in games.	Apply and follow rules fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
Dance Skills						
	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 unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.	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.	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.	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. Modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work.	Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. 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. Show a change of pace and timing in their movements. Move rhythmically and accurately in dance sequences. Dance with fluency and control, linking all movements and ensuring that transitions flow. Demonstrate consistent precision when performing dance sequences. Modify some elements of a sequence as a result of self and peer evaluation.
Acquiring and Developing Skills in Gymnastics						

	Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions. Travel in different ways, changing speed and direction. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Begin to move with control and care.	Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Jump in a variety of different ways and land with increasing balance and control. Climb on to and jump off the equipment safely. Move with increasing control and care.	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with co-ordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements.	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances.	Select ideas to compose specific sequences of movements, shapes and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. 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. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Combine equipment with movement to create sequences.	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control.
Rolls						
	Curled side roll controlled. Log roll controlled. Teddy bear roll controlled.	Rocking forward roll. Crouched forward roll.	Forward roll from standing. Tucked backward roll.	Straddle forward roll. Backward roll to straddle.	Pike forward roll.	Dive forward roll. Pike backward roll. Backward roll to standing pike.
Jumps						
	Cat spring.	Cat spring to straddle.	Star jump.	Straight jump full-turn.	Stag jump.	Cat leap full-turn.

			Straddle jump. Pike jump. Straight jump half-turn. Cat leap.	Cat leap half-turn.	Split leap.	Stag leap.
Vault (with springboard and raised platform)						
	Straight jump off springboard.	Hurdle step onto springboard. Tuck jump off springboard.	Squat on vault. Star jump off. Tuck jump off. Straddle jump off. Pike jump off.	Straddle on vault.	Squat through vault.	Straddle over vault.
Handstands, Cartwheels and Round-offs						
	Front support wheelbarrow with partner.	T-lever. Scissor kick.	Handstand. Lunge in to handstand. Cartwheel.	Lunge in to cartwheel.	Lunge in to round-off.	Hurdle step. Hurdle step in to cartwheel. Hurdle step in to round-off.
Travelling and Linking Actions						
	Hopscotch, skipping and galloping.	Straight jump half-turn.	Chassis step. Cat leap.	Straight jump full-turn. Pivot.	Cat leap half-turn.	Cat leap full-turn.
Shapes and Balances						
	Kneeling balances. Pike, tuck, star, straight and straddle shapes.	Large body part balances. Balances on apparatus. Balances with a partner.	Large and small body part balances, including standing and kneeling balances. Matching and contrasting partner balances.	1, 2, 3 and 4-point balances. Balances with and against a partner.	Part body weight partner balances.	Develop technique, control and complexity pf part-weight partner balances. Group formations.
Running						
	Vary their pace and speed when running.	Run at different paces, describing the different paces.	Identify and demonstrate how different techniques can affect their performance.	Confidently demonstrate an improved technique for sprinting.	Accelerate from a variety of starting positions and select their preferred position.	Recap, practise and refine an effective sprinting technique, including reaction time.

	Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting.	Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Vary the speed and direction in which they are travelling. Run with basic techniques following a curved line. Be able to maintain and control a run over different distances.	Focus on their arm and leg action to improve sprint technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the importance of adjusting running pace to suit the distance being run.	Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly.	Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners.	Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.
Jumping						
	Perform different types of jumps: two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.	Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action.	Use one and two feet to take off and land. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control.	Learn how to combine a hop, step and jump to perform the standing triple jump. Begin to measure the distance jumped.	Improve techniques for jumping distances. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump including take-off and flight. Measure the distance and height jumped with accuracy. Investigate different jumping techniques.	Maintain control at each stage of the triple jump. Develop and improve techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.
Throwing						
.	Throw underarm and overarm. Throw a ball towards a target with increasing accuracy.	Throw different types of equipment in different ways, for accuracy and distance.	Throw with greater control and accuracy. Show increasing control in their overarm throw.	Measure the distance of their throws.	Throw a variety of implements using arrange of throwing techniques.	Continue to develop techniques to throw for increased distance and support others in improving their performance.

	Improve the distance they can throw by using more power.	Throw with accuracy at targets of different heights. Investigate ways to alter technique to achieve greater distance.	Perform a push throw.		Measure and record the distance of their throws.	Develop and refine techniques to throw for accuracy.
Compete and Perform						
	Perform using a range of actions and body parts with some co-ordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform sequences of their own composition with co-ordination. Perform learnt skills with increasing control. Compete against self and others.	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.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. Perform and create sequences with fluency and expression.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Perform own longer, more complex sequences in time to music.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Link actions to create a complex sequence using a full range of movement. Perform the sequence in time to music. Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. Begin to record their peers' performances, and evaluate these.
Evaluate						
	Watch and describe performances. Begin to say how they could improve.	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Chose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.

KS1 National Curriculum Aims

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Perform dances using simple movement patterns.