



# Physical Education Progression of Learning

## Woodstock CE Primary School

### National Curriculum Overview

Key Stage 1	Key Stage 2
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Participate in team games, developing simple tactics for attacking and defending</li> <li>• Perform dances using simple movement patterns.</li> </ul>	<p>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.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

### Games - Invasion

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6
<ul style="list-style-type: none"> <li>☆ Move fluently, changing direction and speed easily any avoiding collisions</li> <li>☆ Throw and catch with control.</li> <li>☆ Recognise space in their games and use it to their advantage.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.</li> <li>☆ Watch and describe performances accurately.</li> <li>☆ Recognise what is successful</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use a range of techniques when passing, eg high, low, bounced, fast, slow.</li> <li>☆ Change direction and speed when dribbling the ball.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Perform skills with accuracy, confidence and control.</li> <li>☆ Know the difference between attacking skills and defending skills.</li> <li>☆ Respond consistently in the games they</li> <li>☆ Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others.</li> <li>☆ Use a range of tactics to keep possession of</li> <li>☆ Use a variety of tactics to keep the ball, eg changing speed and direction.</li> <li>☆ Know and find ways to get the ball towards their opponents' goal.</li> </ul>

<ul style="list-style-type: none"> <li>☆ Describe what it feels like when they breathe faster.</li> <li>☆ Copy what they see and say why it is good.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Choose and use tactics to suit different situations.</li> <li>☆ React to situations in a way that helps their partners and makes it difficult for their opponents.</li> <li>☆ Understand the describe changes to their heart rate when playing different games.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Show growing consistency and control in games.</li> <li>☆ Play with greater speed and flow.</li> <li>☆ Keep and use rules they are given.</li> <li>☆ Suggest how rules could be changed to improve the game.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Show growing consistency and control in games.</li> <li>☆ Use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing.</li> </ul>	<ul style="list-style-type: none"> <li>☆ play, choosing and using skills which meet the needs of the situation.</li> <li>☆ Choose positions in their teams and know how to help when attacking.</li> <li>☆ Find and use space to help their team.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Know how to mark and defend their goal(s).</li> <li>☆ Suggest ideas for warming up, explaining their choice.</li> <li>☆ Recognise exercises and activities that help strength, speed and stamina.</li> </ul>
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Gymnastics					
EYFS	KS1: Years 1 & 2		KS2: Years 3 & 4		KS2: Years 5 & 6
<ul style="list-style-type: none"> <li>☆ Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required.</li> <li>☆ Manage the space safely, showing good awareness of each other, mats and apparatus.</li> <li>☆ Make up and perform simple movement phrases in response to simple tasks.</li> <li>☆ Link and repeat basic gymnastic actions.</li> <li>☆ Perform movement phrases with control and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Perform a range of actions with control and co-ordination.</li> <li>☆ Repeat accurately sequences of gymnastic actions.</li> <li>☆ Move smoothly from a position of stillness to a travelling movement.</li> <li>☆ Move smoothly and in a controlled way from one position of stillness to another</li> <li>☆ Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Adapt the sequence to include apparatus or a partner.</li> <li>☆ Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Perform a range of actions and agilities with consistency, fluency and clarity of movement.</li> <li>☆ Make similar or contrasting shapes on the floor and apparatus, working with a partner.</li> <li>☆ Combine actions and maintain the quality of performance when performing at the same time as a partner.</li> <li>☆ Combine actions to make sequences with changes of speed, level and direction, and clarity of shape.</li> <li>☆ Gradually increase the length of sequences.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</li> <li>☆ Understand that strength and suppleness are key features of gymnastic performance.</li> <li>☆ Devise routines of stretching exercises that prepare them for their gymnastic work.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Perform combinations of actions and agilities that show clear differences between levels, speeds and directions.</li> <li>☆ Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.</li> <li>☆ Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>☆ Adapt sequences to include a partner or a small group</li> </ul>

## Dance

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6
<ul style="list-style-type: none"> <li>☆ Respond to different stimuli with a range of actions</li> <li>☆ Copy and explore basic body actions demonstrated by teacher</li> <li>☆ Copy simple movement patterns from each other and explore the movement.</li> <li>☆ Choose movement to make into their own phrases with beginnings, middles and ends</li> <li>☆ Practise and repeat their movement phrases and perform them in a controlled way.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Talk about different stimuli as the starting point for creating dance phrases and short dances.</li> <li>☆ Explore actions in response to stimuli</li> <li>☆ Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements.</li> <li>☆ Choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities</li> </ul>	<ul style="list-style-type: none"> <li>☆ Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness</li> <li>☆ Show some sensitivity to the accompaniment.</li> <li>☆ Think about character and narrative ideas created by the stimulus, and respond through movement.</li> <li>☆ Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group.</li> <li>☆ Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Remember, practise and combine longer, more complex dance phrases</li> <li>☆ Communicate what they want through their dances and perform with fluency and control.</li> <li>☆ Show understanding of warming up and cooling down, and choose appropriate activities to do on their own.</li> <li>☆ Explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</li> <li>☆ Perform specific skills and movement patterns for different dance styles with accuracy.</li> <li>☆ Compose, develop and adapt motifs to make dance phrases and use these in longer dances.</li> <li>☆ Warm up and cool down independently</li> <li>☆ Use exercises that stretch and tone their bodies and help them prepare for their dance.</li> </ul>

## Striking & Fielding

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6
<ul style="list-style-type: none"> <li>☆ Work collaboratively and communicate actions to others in the team.</li> <li>☆ Choose different ways of hitting, throwing, striking the bat</li> <li>☆ Know how to score and keep the rules of the games.</li> <li>☆ Describe how their body feels during games.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use a range of skills with increasing control.</li> <li>☆ Strike a ball with intent and throw it more accurately when bowling and/or fielding.</li> <li>☆ Choose and use batting or throwing skills to make the game hard for their opponents.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Choose where to stand as a fielder to make it hard for the batter</li> <li>☆ Discuss in teams how to improve utilising others' strengths.</li> <li>☆ Intercept and stop the ball with consistency, and sometimes catch the ball.</li> <li>☆ Return the ball quickly and accurately</li> <li>☆ Work well as a team to make it hard for the batter</li> </ul>	<ul style="list-style-type: none"> <li>☆ Are familiar with and use the rules set, and keep games going without disputes.</li> <li>☆ Know the importance of warming up.</li> <li>☆ Use different ways of bowling</li> <li>☆ Bowl underarm accurately</li> <li>☆ Vary how they bowl</li> <li>☆ Hit the ball from both sides of the body</li> <li>☆ Direct the ball away from fielders, using different angles and speeds</li> <li>☆ Make up their own warm up and explain how it is organised</li> <li>☆ Recognise their own and others' strengths</li> </ul>

## Athletics

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6		
<ul style="list-style-type: none"> <li>☆ Throw a variety of objects, changing their action for accuracy and distance.</li> <li>☆ Run at different speed and change direction</li> <li>☆ Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</li> <li>☆ Describe what happens to their heart, breathing and temperature during different types of athletic activity.</li> <li>☆ Explain what is successful and what they have to do to perform better.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Run at fast, medium and slow speeds, changing speed and direction.</li> <li>☆ Make up and repeat short sequences of linked jumps.</li> <li>☆ Take part in relay and throwing activities</li> <li>☆ Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Describe what happens to their heart and breathing temperature during different types of athletic activity.</li> <li>☆ Identify and describe different running, jumping and throwing actions.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Run consistently and smoothly at different speeds.</li> <li>☆ Demonstrate different combinations of jumps, showing control, co-ordination and consistency.</li> <li>☆ Throw a range of implements into a target area with consistency and accuracy</li> <li>☆ Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Pace their effort well in different types of event so that they can keep going steadily.</li> <li>☆ Identify and record when their body is cool, warm and hot.</li> <li>☆ Recognise and record that their body works differently in different types of challenge and event.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Sustain their pace over longer distances,</li> <li>☆ Throw with greater control, accuracy and efficiency.</li> <li>☆ Organise themselves in small groups safely, and take turns and different roles.</li> <li>☆ Perform a range of warm-up activities.</li> <li>☆ Explain how warming up can affect their performance.</li> <li>☆ Watch a partner's athletic performance and identify the main strengths.</li> </ul>

## Net & Wall Games

EYFS	KS1: Years 1 & 2	KS2: Years 3 & 4	KS2: Years 5 & 6	
<ul style="list-style-type: none"> <li>☆ Perform the basic skills needed for the games with control and consistency.</li> <li>☆ Use a range of different sending and receiving skills.</li> <li>☆ Choose good places to stand when receiving, and give reasons for their choice</li> </ul>	<ul style="list-style-type: none"> <li>☆ Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots</li> <li>☆ Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use the rules and avoid disputes.</li> <li>☆ Recognise what happens to their bodies when playing the games.</li> <li>☆ Know why warming up is important</li> <li>☆ Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights.</li> </ul>	<ul style="list-style-type: none"> <li>☆ Use the rules and avoid disputes.</li> <li>☆ Recognise what happens to their bodies when playing the games.</li> <li>☆ Know why warming up is important</li> </ul>	<ul style="list-style-type: none"> <li>☆ Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game.</li> <li>☆ Hit the ball with purpose, varying the speed, height and direction.</li> <li>☆ Explain what they are trying to do and why it is a good idea.</li> <li>☆ Carry out warm-up activities carefully and thoroughly.</li> <li>☆ Give good explanations of how warm-up activities affect the body.</li> <li>☆ Know what they are successful at and what they need to practise more.</li> <li>☆ Try things out and ask for help to perform better.</li> </ul>