

PE Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics		To beginning to link running and jumping movements. To run at different speeds. To begin to show balance and co-ordination when changing direction. To understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. To developing over arm throwing. To throw towards a target. To work with others and make safe choices. To recognise changes in my body when I do exercise. To try my best.	To link running and jumping movements with some control and balance. To show balance and co-ordination when running at different speeds and in different directions. To jump and land with control. To use an overarm throw to help me to throw for distance. To work with others, taking turns and sharing ideas. To identify good technique. To describe how my body feels during exercise. To try my best.	To use key points to help me to improve my sprinting technique. To take part in a relay activity, remembering when to run and what to do. To developing jumping for distance and height. To use different, take off and landings when jumping. To throw a variety of objects, changing my action for accuracy and distance. To work with a partner and in a small group, sharing ideas. To identify when I was successful. To understand why it is important to warm up.			To select and apply the best pace for a running event. To perform jumps for height and distance using good technique. To show accuracy and good technique when throwing for distance. To help others to improve their technique using key teaching points. To identify my own and others' strengths and areas for development and can suggest ways to improve. To understand that there are different areas of fitness and how this helps me in different activities. To use different strategies to persevere to achieve my personal best. To compete within the rules showing fair play and honesty.
		<u>Vocabulary</u> Control Further Leap Overarm Quickly Time Underarm Walk	<u>Vocabulary</u> Aim Distance Far Height Landing Sprint Take Off	<u>Vocabulary</u> Accuracy Baton Event Personal Best Power Relay Speed Strength Technique			<u>Vocabulary</u> Discus Explosive Fling Grip Maximum Meet Pattern Phase Release Rhythm

							Stance Strategy
Ball Skills	To confidently try new activities. To ask for help if needed. To handle equipment effectively. To move confidently in a range of ways. To safely negotiate space. To show good control and co-ordination in small and large movements. To talk about ways to keep healthy and safe. To know the importance for good health and physical exercise. To be sensitive to others' feelings. To play co-operatively, taking turns. To talk about my own ideas and use them in response to a task. To understand and follow rules.			To send and receive a ball using both kicking and throwing and catching skills. To roll and throw a ball to hit a target. To track a ball and collect it. To dribble a ball with my hands and feet with some control. To work co-operatively with a partner and a small group. To begin to provide feedback using key words. To describe how my body feels during exercise. To begin to understand and use simple tactics.			
	<u>Vocabulary</u> Ball Bounce Catch Dribbling Hit Kick Partner Points Ready Roll Run Score Target			<u>Vocabulary</u> Collect Prepare Receive Release Touch Accurate Block Opponent Personal Best Possession Power Technique			

	Throw						
Dance	To copy basic body actions and rhythms. To choose and use travelling actions, shapes and balances. To travel in different pathways using the space around them. To begin to use dynamics and expression with guidance. To begin to count to music.	To copy, remember and repeat actions. To choose actions for an idea. To use changes of direction, speed and levels with guidance. To show some sense of dynamic and expressive qualities. To begin to use counts.	To copy, remember and repeat a series of actions. To select from a wider range of actions in relation to a stimulus. To use pathways, levels, shapes, directions, speeds and timing with guidance. To use mirroring and unison when completing actions with a partner. To show a character through actions, dynamics and expression. To use counts with help to stay in time with the music.	To copy remember and perform a dance phrase. To create short dance phrases that communicate an idea. To use canon, unison and formation to represent an idea. To match dynamic and expressive qualities to a range of ideas. To use counts to keep in time with a partner and group.	To copy, remember and adapt set choreography. To choreograph considering structure individually, with a partner and in a group. To use action and reaction to represent an idea. To change dynamics to express changes in character or narrative. To use counts when choreographing short phrases.	To accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. To choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. To confidently perform choosing appropriate dynamics to represent an idea. To use counts accurately when choreographing to perform in time with others and the music.	To perform dances confidently and fluently with accuracy and good timing. To work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. To improvise and combine dynamics demonstrating an awareness of the impact on performance. To use counts when choreographing and performing to improve the quality of work.
	<u>Vocabulary</u> Action Counts Direction Finish position High Low Move Quickly Shape Slowly Space Start Position Travel	<u>Vocabulary</u> Balance Beat Copy Fast Level Pathway Pose Timing	<u>Vocabulary</u> Create Dynamics Expression Matching Mirroring Perform Speed Unison	<u>Vocabulary</u> Cannon Explore Extend Feedback Formation Interact	<u>Vocabulary</u> Action & Reaction Flow Order Performance Phase Relationship Represent Rhythm Structure	<u>Vocabulary</u> Choreograph Choreography Collaboratively Genre Motif Posture Quality Transition	<u>Vocabulary</u> Aesthetic Express Freeze Frame Inspiration Mood Refine Rehearse Stimulus Style
Fitness		To change direction when running. To run at different speeds. To show hopping and jumping movements.	To describe how my body feels during exercise. To link different hoop skills to create a routine. To show hopping and jumping movements with some balance and control.			To understand the different components of fitness and how to test them. To choose the best pace for a running event and maintain speed.	To change my running technique to adapt to different distances. To understand the different components of fitness and ways to test and develop them. To understand that there are different areas of

		To recognise changes in my body when I do exercise. To try my hardest to keep working over longer periods of time.	To persevere with new challenges. To show determination to continue working over a longer period of time.			To identify how different activities can benefit my physical health. To analyse my fitness data to identify areas of improvement. To encourage and motivate others to work to their personal best. To work with others to manage activities. To understand what my maximum effort looks and feels like and I am determined to achieve it.	fitness and how this helps me in different activities. To collect, record and analyse data to identify areas where I have made the most improvement. To encourage and motivate others to work to their best. To work with others to organise, manage and record information at a station. To work to my maximum consistently when presented with challenges.
		<u>Vocabulary</u> Active Bones Brain Breathing Calm Exercise Healthy Heart Memory Mood Muscles Quick Strong	<u>Vocabulary</u> Speed Sprint Steady Time Tired			<u>Vocabulary</u> Consistent Drive Measure Motivate Persevere Power Stable	<u>Vocabulary</u> Abdominals Analyse Calves Engage Quadriceps Rhythm
Gymnastics	To confidently try new activities. To ask for help if needed. To can handle equipment effectively. To move confidently in a range of ways. To safely negotiate space. To show good control and co-ordination in small and large movements.	To link simple actions together to create a sequence. To remember and repeat actions and shapes. To confidently to perform in front of others. To recognise changes in my body when I do exercise. To say what I liked about someone else's performance.	To plan and repeat simple sequences of actions. To perform the basic gymnastic actions with some control and balance. To be proud of my work and confident to perform in front of others. To describe how my body feels during exercise. To begin to provide feedback using key words.				To combine and perform gymnastic actions, shapes and balances with control and fluency. To create and perform sequences using compositional devices to improve the quality. To work collaboratively with others to create a sequence. To understand what counter balance and counter tension is and

	To talk about ways to keep healthy and safe. To know the importance for good health and physical exercise. To be sensitive to others' feelings. To play co-operatively, taking turns. To talk about my own ideas and use them in response to a task. To understand and follow rules.	To use apparatus safely and wait for my turn. To make my body tense, relaxed, stretched and curled.	To work safely with others and apparatus. To use shapes when performing other skills. To use directions and levels to make my work look interesting.				can show examples with a partner. To understand that there are different areas of fitness and how this helps me in different activities. To use appropriate language to evaluate and refine my own and others' work. To use feedback provided to improve the quality of my work. To understand how to work safely when learning a new skill. To lead a small group through a short warm-up routine.
	<u>Vocabulary</u> Around Balance Bend Copy Hold Jump Land Over Rock Roll Shape Squeeze Star Still Straight Through Travel	<u>Vocabulary</u> Action Control Direction Level Speed	<u>Vocabulary</u> Link Pathway Pike Sequence Straddle Tuck				<u>Vocabulary</u> Aesthetics Component Contrasting Counter Balance Counter Tension Engage Execution Flight Formation Handstand Progression Refine Structure Vault
Invasion Games		To begin to dribble a ball with my hands and feet. To send and receive a ball with hands and feet. To change direction to move away from a defender.	To dribble a ball with my hands and feet with increasing control. To send and receive a ball with increasing consistency with hands and feet.	To dribble, pass, receive and shoot the ball with some control. To find space away from others and near to my goal.	To dribble, pass, receive and shoot the ball with increasing control. To move to space to help my team to keep possession and score goals.	To dribble, pass, receive and shoot the ball with some control under pressure. To understand there are different skills for different situations and I	To pass and receive the ball with increasing control under pressure. To select the appropriate action for the situation and make this decision quickly.

		To recognise space when playing games. To move my feet to stay with another player when defending. To recognise changes in my body when I do exercise. To use simple rules to play fairly. To understand when I am a defender and when I am an attacker. To know when I am successful.	To move with a ball towards my goal. To find space away from others when playing games. To stay close to another player to try to stop them from getting the ball. To describe how my body feels during exercise. To understand the rules and can use them to keep a game going.	To move with a ball towards goal with increasing control. To track an opponent to slow them down. To understand the benefits of exercise. To work cooperatively with my group to self-manage games. To provide feedback using key words. To understand my role as an attacker and as a defender. To learn the rules of the game and I am beginning to use them to play honestly and fairly. To begin to use simple tactics.	To delay an opponent and help to prevent the other team from scoring. To explain what happens to my body when I exercise and how this helps to make me healthy. To share ideas and work with others to manage our game. To provide feedback using key terminology and understand what I need to do to improve. To learn the rules of the game and I am beginning to use them to play honestly and fairly. To use simple tactics to help my team score or gain possession.	am beginning to apply this. To communicate with my team and move into space to keep possession and score. To often make the correct decision of who to pass to and when. To use tracking and intercepting when playing in defence. To identify how different activities can benefit my physical health. To identify when I was successful and what I need to do to improve.	To create and use space to help my team. I can tag opponents individually and when working within a unit. To understand that there are different areas of fitness and how this helps me in different activities. To work in collaboration with others so that games run smoothly. To recognise my own and others strengths and areas for development and can suggest ways to improve. To use feedback provided to improve the quality of my work. To use the rules of the game consistently to play honestly and fairly. To work collaboratively to create tactics with my team and evaluate the effectiveness of these.
		<u>Vocabulary</u> Attacker Defender Dodge Goal Mark Track	<u>Vocabulary</u> Attack Defend Goalkeeper Opponent Possession Receive Send Shoot Tactic Teammate	<u>Vocabulary</u> Accurate Communicate Control Court Intercept Invasion Opposition Pitch Receiver Referee Teamwork Technique Tournament Umpire	<u>Vocabulary</u> Accelerate Cushion Decision Delay Deny Gain Limit Momentum Obstruct Offside Onside Option Pressure Protect Support Tackle Timing	<u>Vocabulary</u> Angle Ball Carrier Barrier Close Down Create Dominant Drive Maintain Rebound Situation Sporting Behaviour Sportsmanship Stance	<u>Vocabulary</u> Abide Appropriate Assess Ball Side Consecutive Consistently Contest Definite Dictate Draw Extend React Transition Turnover

Net & Wall Games				To return a ball to a partner. To learn the rules of the game and I am beginning to use them to play honestly. To understand the benefits of exercise. To provide feedback using key words. To work cooperatively with my group to self-manage games. To use basic racket skills. To understand the aim of the game.		To identify how different activities can benefit my physical health. To identify when I was successful and what I need to do to improve. To use feedback provided to improve my work. To work co-operatively with others to manage our game. To understand there are different skills for different situations and I am beginning to apply this. To play cooperatively with a partner.	To confidently to make decisions when refereeing. To select the appropriate action for the situation and make this decision quickly. To use a wider range of skills with increasing control under pressure. To use feedback provided to improve the quality of my work. To use the rules of the game consistently to play honestly and fairly. To work collaboratively to create tactics with my team and evaluate the effectiveness of these. To work in collaboration with others so that games run smoothly. To recognise my own and others strengths and areas for development and can suggest ways to improve. To understand that there are different areas of fitness and how this helps me in different activities.
				<u>Vocabulary</u> Backhand Competition Control Cooperation Court Face Forehand Opponent Opposition Rally		<u>Vocabulary</u> Adjust Baseline Communicate Consecutive Create Cushion Dominant Grip Groundstroke Non-Dominant	<u>Vocabulary</u> Abide Appropriate Direct Doubles Footwork Limit Opposing Placement Prepare Recover

				React Tactic		Option Pressure Readjust Release Serve Situation Sportsmanship Technique	Service Stance Thrust
Striking & Fielding Games		To catch a beanbag and a medium-sized ball. To roll a ball towards a target. To strike a ball using my hand. To track a ball that is coming towards me. To understand the rules and I am beginning to use these to play fairly. To recognise changes in my body when I do exercise. To say what I liked about someone else's performance. To show honesty and fair play when playing against an opponent. To know how to score points. To develop underarm and overarm throwing skills. To roll a ball to hit a target.	To sometimes hit a ball using a racket. To track a ball and collect it. To understand the rules of the game and can use these to play fairly in a small group. To use simple tactics. To describe how my body feels during exercise. To begin to provide feedback using key words. To know how to score points and can remember the score.		To bowl a ball with some accuracy, and consistency. To strike a bowled ball after a bounce. To use overarm and underarm throwing, and catching skills with increasing accuracy. To learning the rules of the game and I am beginning to use them to play honestly and fairly. To communicate with my teammates to apply simple tactics. To explain what happens to my body when I exercise and how this helps to make me healthy. To provide feedback using key terminology and understand what I need to do to improve. To share ideas and work with others to manage our game. To persevere when learning a new skill.	To begin to strike a ball with a rounders bat. To develop a wider range of fielding skills and I am beginning to use these under some pressure. To understand there are different skills for different situations and I am beginning to use this. To understand the rules of the game and I can apply them honestly most of the time. To understand the need for tactics and can identify when to use them in different situations. To identify how different activities can benefit my physical health. To identify when I was successful and what I need to do to improve. To use feedback provided to improve my work. To work co-operatively with others to manage our game.	To use a wider range of fielding skills with increasing control under pressure. To select the appropriate action for the situation. To strike a bowled ball with increasing consistency and accuracy. To use the rules of the game consistently to play fairly. To understand and apply some tactics in the game as a batter, bowler and fielder. To understand that there are different areas of fitness and how this helps me in different activities. To recognise my own and others strengths and areas for development and can suggest ways to improve. To use feedback provided to improve the quality of my work. To work collaboratively with others to score runs and to get batters out.

							To work in collaboration with others so that games run smoothly.
		<u>Vocabulary</u> Batter Batting Bowl Bowler Fielder Fielding Hit Out Overarm Ready Position Track Overarm	<u>Vocabulary</u> Backstop Collect Runs Stump Tactics Teammate		<u>Vocabulary</u> Compete Cushion Decision Limit Momentum Pressure Retrieve	<u>Vocabulary</u> Backing Up Close Catch Deep Catch Long Barrier Situation Stance	<u>Vocabulary</u> Abide Appropriate Assess Collaborative Consecutively Consistently
Yoga		To work with others to create poses. To say what I liked about someone else's flow. To recognise changes in my body when I do exercise. To remember and repeat actions, linking poses together. To show an awareness of space when travelling.	To work with others to create simple flows showing some control. To begin to provide feedback using key words. To describe how my body feels during exercise. To copy, remember and repeat yoga flows. To use clear shapes when performing poses. To move from one pose to another thinking about my breath.	To work with others to create a flow including a number of poses. To provide feedback using key words. To describe how yoga makes me feel. To copy and link yoga poses together to create a short flow. To show some stability when holding my yoga poses. To move from one pose to another in time with my breath.	To work collaboratively and effectively with others. To provide feedback using key terminology and understand what I need to do to improve. To describe how yoga makes me feel and can talk about the benefits of yoga. To link poses together to create a yoga flow. To demonstrate yoga poses which show clear shapes. To show increasing control and balance when moving from one pose to another. To transition from pose to pose in time with my breath.		To confidently to lead others, demonstrating poses and teaching them my flow. To recognise my own and others strengths and areas for development and can suggest ways to improve. To use feedback provided to improve the quality of my work. To choose poses which link easily from one to the other to help my sequence flow. To use yoga poses to improve my flexibility, strength and balance. To use my breath to transition from one pose to another with control.
		<u>Vocabulary</u> Breath Feel Focus Listen	<u>Vocabulary</u> Choose Create Flexibility Flow	<u>Vocabulary</u> Basse Contact Control Extend	<u>Vocabulary</u> Gratitude Lengthen Notice Stable		<u>Vocabulary</u> Collaborate Exchange Expand Fluidly

		Pose Stretch	Perform Strength	Hinge Link Mindfulness Relax Tilt	Wellbeing		Salutation
Swimming							To swim competently, confidently and proficiently over a distance of at least 25 metres. To perform safe self-rescue in different water-based situations. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
							<u>Vocabulary</u> Afloat Buoyant Conserve Flexed Motion Propel Streamline