



# AUSTHORPE PRIMARY SCHOOL

## CURRICULUM PROGRESSION

### PHYSICAL EDUCATION



| National Curriculum       | Sub Strand | Reception   | Year 1  | Year 2  | Year 3   | Year 4  | Year 5  | Year 6  |
|---------------------------|------------|---|---|---|--|---|---|---|
| <b>Health and Fitness</b> |            | Understanding the body and the difference when standing still to exercising | To describe how the body feels when exercising and when standing still. | To describe how the body feels when exercising and when standing still. | Understand what happens to the body when moving. Why do we get tired?    | I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down. | I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. | I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. |
|                           |            |   | Understanding of the human body.  | Why it's important to exercise regularly.                               | To describe what happens to the body when exercising and standing still. |   | I can record and monitor how hard I am working.   | I can plan and follow my own basic fitness programme.   |

| Dance | Real PE Format    | Rec   | Year 1   | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
|-------|-------------------|---|--|--|--|---|--|--|
|       | <b>Real Dance</b> | Can create shapes and circles using my body copies and explores basic movement patterns.<br><br>I can balance and travel between shapes.<br><br>Move to music and remember basic sequences. | Can create shapes and circles using my body in a controlled way.<br><br>I can balance and travel between shapes. Turn forwards and backwards.<br><br>Move to music and express how I feel. | Confidently create shapes and circles using my body.<br><br>I can balance and travel between shapes. Turn forwards and backwards.<br><br>Move to music and express how I feel. Use the music to create different body patterns and | Beginning to improvise independently to create a simple dance.<br><br>Beginning to improvise with a partner to create a simple dance.<br><br>Translates ideas into movement, identifying and | Confidently improvises with a partner or on their own.<br><br>Beginning to create longer dance sequences in a larger group.<br><br>Demonstrating precision and some control in response to stimuli. | Beginning to exaggerate dance movements and motifs (using expression when moving)<br>Demonstrates strong movements throughout a dance sequence.<br><br>Combines flexibility, | Exaggerate dance movements and motifs (using expression when moving)<br>Performs with confidence, using a range of movement patterns.<br><br>Demonstrates a strong imagination when creating own dance sequences and motifs. |



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|  |  |  | <p>Understand changes in speed<br/>         Create simple balances and movements with a partner.</p> | <p>can adapt to speed changes.</p> <p>Create simple balances and movements with a partner. Use counterbalance to create more complex routines.</p> | <p>moving into space.</p> <p>Beginning to compare and adapt movements to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> | <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p> | <p>techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Beginning to show a change of pace and timing in their movements.<br/>         Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> | <p>Demonstrates strong movements throughout a dance sequence.<br/>         Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> |
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|  |  |  |  |  |  |  |  | Uses more complex dance vocabulary to compare and improve work | <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> |
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| Gymnastics | Real PE Format | Rec   | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|------------|----------------|---|---|---|--|--|---|---|
|            | Real Gym       | <p>Understand fundamental movements, flights, rotation, shapes, balance and travel.</p> <p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes.</p> <p>Can link 2-3 simple movements</p> | <p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence. Hand apparatus, low and high apparatus.</p> <p>Link movements together to create a sequence of 3 + movements.</p> | <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describe their own work using simple gym vocabulary.</p> <p>Noticing similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> | <p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Evaluate their own work to understand what improvements they can make to simple routines.</p> <p>Show good strength, control and balance whilst linking movements.</p> | <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength,</p> | <p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition</p> | <p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of</p> |



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|  |  |  |  | <p>Beginning to show flexibility in movements.</p> <p>Show good body control when travelling, balancing, rotating, jumping and performing shapes.</p> | <p>Understand points and patches and mirror and matches and using it in a routine.</p> <p>Beginning to develop good technique when travelling, balancing, rotating, jumping and performing shapes.</p> | <p>technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p> | <p>when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Link skills with control adding elements such as mirrors and matches to routines.</p> | <p>sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> |
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|  |  |  |  |  |  |  | Can use more complex counterbalances as part of their routine. | Can add a variety of different elements to their routine exploring more complex movements.<br><br>Can use a partner to increase difficulty of balance, rotations, shapes and flights. |
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| Games | Real PE Format.                            | Rec  | Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6   |
|-------|--|--|--|--|---|---|---|--|
|       | <b>Real PE</b>                             | Can travel in a variety of ways trying to find space.                              | Can travel in a variety of ways including running and jumping.                 | Confident to send the ball to others in a range of ways.   | Understand tactics and composition by starting to vary how they respond.                  | Vary skills, actions and ideas and link these in ways that suit the activity of the game. | Vary skills, actions and ideas and link these in ways that suit the activity of the game. | Vary skills, actions and ideas and link these in ways that suit the activity of the game.      |
|       | <b>Striking and hitting</b>                | Complete simple balance and coordination movements.                                | Beginning to perform a range of throws.  | Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. | Vary skills, actions and ideas and link these in ways that suit the activity of the game. | Shows confidence in using ball skills in various ways and can link these together.        | Shows confidence in using ball skills in various ways and can link these together.        | Shows confidence in using ball skills in various ways and can link these together effectively. |
|       | <b>Throwing and catching</b>               | Beginning to perform a range of throws. Learn how to hold hands to receive a ball. | Receives a ball with basic control Beginning to develop hand-eye coordination. | Beginning to develop own games with peers.   | Understand the importance of rules in games.  | Uses skills with coordination, control and fluency.                                       | Shows confidence in using ball skills in various ways and can link these together.        | Keeps possession of balls during games situations.   |
|       | <b>Travelling with and passing a ball.</b> | Participates in simple games.  | Participates in simple games.  | Understand the importance of rules in games.   | Beginning to communicate with others during game situations.                              | Takes part in competitive games with a strong   | Uses skills with coordination, control and fluency.                                       | Consistently uses skills with coordination, control and fluency.                               |
|       | <b>Possession</b>                          | Can stay on task and keep trying.  | Participates in simple games.  | Develop simple tactics and use   |   |   |   |  |



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|  |  |  |  | <p>them appropriately.</p> <p>Beginning to develop an understanding of attacking/defending</p> | <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using the equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p> | <p>understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compare and comment on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in</p> | <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p> | <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support the creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination</p> |
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|  |  |  |  |  |  | isolation and combination |  |  |
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| Athletics | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
|-----------|---|--|---|--|--|--|
|           | <p>Can run at different speeds.</p> <p>Can jump from a standing position.</p> <p>Performs a variety of throws with basic control.</p> | <p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and coordination.</p> <p><i>preparation for shot put and javelin.</i></p> <p>Can use equipment safely</p> | <p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country.</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p> | <p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic</p> | <p>Beginning to build a variety of running techniques and use them with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers' performances and evaluate these.</p> <p>Demonstrates accuracy and</p> | <p>Beginning to build a variety of running techniques and use them with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers' performances and evaluate these.</p> <p>Demonstrates accuracy and</p> |



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|  |  |  |  |  | <p>performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> | <p>confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> | <p>confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p> |
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|                                       |   |   |  |   |  |  |
|---------------------------------------|---|---|--|---|--|--|
| <b>Outdoor Adventurous Activities</b> | - | - | <p>Develops listening skills.</p> <p>Creates simple body shapes.</p> | <p>Develops strong listening skills.</p> <p>Uses simple maps.</p> | <p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> | <p>Develops strong listening skills.</p> <p>Uses and interprets simple maps.</p> |
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|  |  |  | <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> | <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> | <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> | <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p> |
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|-----------------|--|--|--|---|---|--|
| <b>Swimming</b> |  |  |  | Swims competently, confidently, and proficiently over a distance of at least 25 meters. | Swims competently, confidently, and proficiently over a distance of at least 25 meters. |  |
|                 |  |  |  | Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.      | Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.      |  |
|                 |  |  |  | Performs safe self-rescue in different water-based situations.                          | Performs safe self-rescue in different water-based situations.                          |  |

|                   |   |   |   |
|-------------------|---|---|---|
| <b>Evaluation</b> | <b>REC/ Year 1/ Year 2</b>  | <b>Year 3/ Year 4</b>   | <b>Year 5/ Year 6</b>   |
|                   | Can comment on own and others performance<br>Can give comments on how to improve performance. | Watches and describes performances accurately.<br>Beginning to think about how they can improve their own work. | Watches and describes performances accurately. Learn from others how they can improve their skills.<br>Comment on tactics and techniques to help improve performance. |



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|  | <p>Use appropriate vocabulary when giving feedback.</p> | <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> | <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p> |
|--|---|--|---|