



AUSTHORPE PRIMARY SCHOOL

CURRICULUM PROGRESSION

PHYSICAL EDUCATION



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

Dance	Get Set 4 PE	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Can create shapes using my body. Copies and explores basic movement patterns.</p> <p>I can balance and travel between shapes.</p> <p>Move to music and remember basic sequences.</p>	<p>Can create shapes using my body in a controlled way.</p> <p>I can balance and travel between shapes. Change direction.</p> <p>Move to music and express how I feel. Understand changes in speed.</p> <p>Create simple balances and movements with a partner.</p>	<p>Confidently create shapes using my body.</p> <p>I can balance and travel between shapes. Understand changes of direction and pathways.</p> <p>Move to music and express how I feel. Use the music to create different body patterns and can adapt to speed changes.</p> <p>Create simple balances and</p>	<p>Beginning to improvise independently and with a partner to create a simple dance.</p> <p>Translates ideas into movement, identifying and moving into space.</p> <p>Beginning to compare and adapt movements to create a larger sequence.</p> <p>Uses simple dance vocabulary to</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions.</p>	<p>Beginning to exaggerate dance movements using expression when moving.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques, and movements to create a fluent sequence.</p> <p>Moves appropriately and</p>	<p>Exaggerate dance movements and using expression when moving. Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences.</p> <p>Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques, and</p>



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				<p>movements with a partner.</p>	<p>compare and improve work.</p>	<p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence because of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>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>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 because of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work</p>	<p>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>Can 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> <p>Modifies parts of a sequence because of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
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Gymnastics	Get Set 4 PE	Rec	Year 1	Year 2	Year 3	Year 4	Yeah 5	Yeah 6
		<p>Understand fundamental movements 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 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 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>Beginning to show flexibility in movements.</p> <p>Show good body control when travelling, balancing, rotating, jumping, and performing shapes.</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. 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>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, 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>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 when performing and evaluating.</p> <p>Analise 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>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. Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of 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>Analise and comment on skills and techniques</p>



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							<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>Can use more complex counterbalances and supported balances as part of their routine.</p>	<p>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>Can add a variety of different elements to their routine exploring more complex movements.</p> <p>Can use a partner to increase difficulty of balance, rotations, shapes and flights.</p>
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Invasion Games	Get set 4 PE.	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Fundamentals	Can travel in a variety of ways trying to find space.	Can travel in a variety of ways including running, jumping, and changing direction.	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.
	Ball skills			Beginning to apply and combine a variety of skills (to a game situation)	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.
	Games	Complete simple balance and coordination movements.	Beginning to perform a range of throws understanding	Develop strong spatial awareness.				
	Net and wall							



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	Striking and fielding	Beginning to perform a range of throws. Learn how to hold hands to receive a ball.	distance and power.	Beginning to develop own games with peers.	Beginning to communicate with others during game situations.	Uses skills with coordination, control, and fluency.	Uses skills with coordination, control, and fluency.	Keeps possession of balls during games situations.
	Sending and receiving		Receives a ball with basic control.	Understand the importance of rules in games.	Uses skills with co-ordination and control.	Takes part in competitive games with a strong understanding of tactics and composition.	Takes part in competitive games with a strong understanding of tactics and composition.	Consistently uses skills with coordination, control, and fluency.
	Target games	Participates in simple games.	Beginning to develop hand-eye coordination.	Develop simple tactics and use them appropriately.	Develops own rules for new games.	Can create their own games using knowledge and skills.	Can create their own games using knowledge and skills.	Takes part in competitive games with a strong understanding of tactics and composition.
	Team building	Can stay on task and keep trying.	Participates in simple games following rules.	Beginning to develop an understanding of attacking/ defending	Makes imaginative pathways using the equipment.	Works well in a group to develop various games.	Can make suggestions as to what resources can be used to differentiate a game.	Modifies competitive games.
	Sport specific	Understand how to work as a team and the benefit of team working.			Works well in a group to develop various games.	Compare and comment on skills to support the creation of new games.	Apply basic skills for attacking and defending.	Compares and comments on skills to support the creation of new games.
					Beginning to understand how to compete in a controlled manner.	Can make suggestions as to what resources can be used to differentiate a game.	Uses running, jumping, throwing, and catching in isolation and combination.	Can create their own games using knowledge and skills.
					Beginning to select resources independently to carry out different skills.	Apply basic skills for attacking and defending.		Modifies competitive games.
								Compares and comments on skills to support the creation of new games.
								Can make suggestions as to what resources can be used to differentiate a game.
								Apply knowledge of skills for attacking and defending.
								Uses running, jumping, throwing, and catching



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						Uses running, jumping, throwing, and catching in isolation and combination		<p>in isolation and in combination.</p> <p>Can confidently join competitive games and sports. Understand changes in situations and adapt to achieve target.</p>
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Athletics	Get Set 4 PE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Track and field	<p>Can run at different speeds. Understand differences in distance.</p> <p>Can jump from a standing position with feet in a controlled position.</p> <p>Performs a variety of throws with basic control.</p> <p>Understand basic rules of events.</p>	<p>Can change speed and direction whilst running. Understand distance.</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 and standing jump with some accuracy.</p> <p>Performs a variety of throws using a selection of equipment. Understand throwing technique.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence depending on the event.</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>Increase jumping distance or height with correct technique.</p> <p>Demonstrates accuracy in throwing and catching activities.</p>	<p>Beginning to build a variety of running techniques and use them with confidence. Adapt running speed and style to match the event.</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>Increase jumping distance and height using correct techniques.</p>	<p>Beginning to build a variety of running techniques and use them with confidence. Understand how the body reacts to different running events, long distance running and breathing techniques compared to short distance running.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p>



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				<p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to record peers' performances and evaluate these.</p> <p>Demonstrates accuracy and 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>Use the correct technique to maximize performance, distance, and height.</p> <p>Beginning to record peers' performances and evaluate these.</p> <p>Demonstrates accuracy and 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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Outdoor Adventurous Activities	Get Set 4PE	-	<p>Develops listening skills.</p> <p>Creates simple body shapes.</p>	Develops strong listening skills.	Develops strong listening skills.	Develops strong listening skills.
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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>Uses simple maps and understand key.</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>Uses and interprets simple maps. Can follow a map to destination.</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 to achieve goal.</p> <p>Demonstrates an understanding of how to stay safe in different environments.</p>	<p>Uses and interprets simple maps. Can follow a map to multiple destinations.</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 to achieve a goal.</p> <p>Understand different roles in a group.</p> <p>Demonstrates an understanding of how to stay safe in different environments.</p>
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Swimming				<p>Swims competently, confidently, and proficiently over a distance of at least 25 meters.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke, and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	<p>Swims competently, confidently, and proficiently over a distance of at least 25 meters.</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke, and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	
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Evaluation	<p>REC/ Year 1/ Year 2</p> <p>Can comment on own and others performance.</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Year 3/ Year 4</p> <p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</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>Year 5/ Year 6</p> <p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performance.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>
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