



**CHOLSEY PRIMARY SCHOOL
PHYSICAL EDUCATION
WHOLE SCHOOL PROGRESSION**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multi-Skills <i>ABC Movement Focus</i>	<p>Pupils can experiment with travelling/moving in different ways.</p> <p>Pupils can travel around a space avoiding other pupils and equipment.</p> <p>Pupils can travel at different speeds and in different directions.</p> <p>Pupils can jump and land safely.</p> <p>Pupils can jump, hop and leap using their arms, bending their knees and keeping their head up.</p> <p>Pupils can skip into a space and stay in the space.</p>	<p>Pupils can experiment with travelling/moving in creative ways using different levels.</p> <p>Pupils can experiment with jumping from 1 foot to 2 feet, 2 feet to 2 feet, from 2 feet to one foot.</p> <p>Pupils can travel around a space changing direction or stopping to avoid other pupils and equipment.</p> <p>Pupils can use their arms, bend their knees and keep their heads up when jumping, hopping and leaping and understand the impact these points have on their performance.</p> <p>Pupils can create sequences of movements individually and in pairs including jumping, hopping, leaping and travelling in different ways.</p>				
Multi-Skills <i>Ball Skills</i>	<p>Pupils can roll a ball with control.</p> <p>Pupils can pass a ball</p>	<p>Pupils can stop/catch a ball with control.</p> <p>Pupils can dribble the ball</p>				

	<p>towards a target using their hands.</p> <p>Pupils can pass the ball with control.</p> <p>Pupils can use their bodies to aim.</p> <p>Pupils can show they are ready to receive a pass by having their hands ready to create a target.</p> <p>Pupils can kick a ball to a target with increasing control.</p> <p>Pupils can dribble a ball with their dominant foot with increasing control.</p> <p>Pupils are able to stop the ball.</p>	<p>using their hands and feet into and around a space with control and understand what 'control' means.</p> <p>Pupils can use their bodies to aim their pass at a target and understand what 'aiming' means.</p> <p>Pupils can throw both underarm and overarm with control an accuracy.</p> <p>Pupils can show they are ready to receive a pass by having their hands ready to create a target or by communicating with others.</p> <p>Pupils can dribble the ball with their dominant foot with control whilst keeping the ball close to them to keep possession.</p> <p>Pupils can dribble the ball with their dominant foot whilst changing speed and direction.</p>				
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<p>Dance</p> <p><i>KS1: Dance</i> <i>KS2: Ballroom and Latin Dance</i></p>	<p>Pupils can copy and explore basic movements and body patterns</p> <p>Pupils can remember simple movements and dance steps</p> <p>Pupils can link movements to sounds and music.</p> <p>Pupils can respond to range of stimuli.</p>	<p>Pupils can perform basic movements with control & co-ordination.</p> <p>Pupils can remember basic dance steps and use them to create their own sequence of movement.</p> <p>Pupils can respond imaginatively to a variety of stimuli.</p> <p>Pupils can vary dynamics, levels, speed & direction</p> <p>Pupils can discuss their own & others performance with simple vocabulary.</p>	<p>Pupils can begin to improvise independently to create a simple dance.</p> <p>Pupils can begin to improvise with a partner to create a simple dance.</p> <p>Pupils can translate ideas from stimuli into movement with support.</p> <p>Pupils can begin to compare and adapt movements and motifs to create a larger sequence.</p> <p>Pupils can communicate effectively with others to create a sequence of linked movements.</p> <p>Pupils can link movements smoothly.</p> <p>Pupils can discuss their own and others performance whilst beginning to use dance vocabulary.</p>	<p>Pupils can improvise with a partner or on their own.</p> <p>Pupils can begin to create longer dance sequences in a larger group.</p> <p>Pupils can demonstrate precision and some control in response to stimuli.</p> <p>Pupils can begin to vary dynamics and develop actions and motifs.</p> <p>Pupils can demonstrate rhythm and spatial awareness.</p> <p>Pupils can modify parts of a sequence as a result of self-evaluation.</p> <p>Pupils can communicate effectively with others to create a sequence of linked movements.</p> <p>Pupils can link movements smoothly and effectively using different methods.</p> <p>Pupils can discuss their own and others performance whilst using dance vocabulary.</p>	<p>Pupils can begin to exaggerate dance movements and motifs (using expression when moving)</p> <p>Pupils can include strong movements throughout a dance sequence.</p> <p>Pupils can combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Pupils can move appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Pupils can begin to show a change of pace and timing in their movements.</p> <p>Pupils can use the space provided to his maximum potential.</p> <p>Pupils can improvise with confidence, still demonstrating fluency across their sequence.</p> <p>Pupils can modify parts of a sequence as a result of self and peer evaluation.</p> <p>Pupils can use more complex dance vocabulary to compare and improve work.</p>	<p>Pupils can exaggerate dance movements and motifs (using expression when moving)</p> <p>Pupils can perform with confidence, using a range of movement patterns.</p> <p>Pupils can demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>Pupils can include strong movements throughout a dance sequence.</p> <p>Pupils can combine flexibility, techniques and movements to create a fluent sequence.</p> <p>Pupils can move appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Pupils can begin to show a change of pace and timing in their movements.</p> <p>Pupils are able to move to the beat accurately in dance sequences.</p> <p>Pupils can move with confidence, still demonstrating fluency across their sequence.</p> <p>Pupils can demonstrate consistent precision when performing dance sequences.</p> <p>Pupils can use more complex dance vocabulary to compare and improve work.</p>
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<p>Gymnastics – link to REAL Gym</p> <p><i>Each class can choose one of six multi-ability focusses (physical, social, health, cognitive, personal and creative) as an additional objective to encourage holistic development.</i></p>	<p>Pupils can perform tucked, star and straight shapes.</p> <p>Pupils can perform a dish and arch shape.</p> <p>Pupils can perform a straddle and pike shape.</p> <p>Pupils can perform tucked, star, straight shapes on apparatus.</p> <p>Pupils can perform dish and arch shapes on apparatus.</p> <p>Pupils can perform straddle and pike shapes on apparatus.</p> <p>Pupils can travel using different parts of their bodies and in creative ways.</p> <p>Pupils can learn different rotations, rolls and spins on apparatus.</p> <p>Pupils will build on their multi-skill lessons (jumping) by performing jumps on apparatus.</p>	<p>Pupils will learn points and patches balances on apparatus.</p> <p>Pupils will learn more complex travelling movements using feet, adding variety by combining with hand apparatus.</p> <p>Explore more complex travelling movements using apparatus.</p> <p>Pupils will learn different types of jump and leaps.</p> <p>Pupils explore jumps and leaps using skipping ropes and begin to develop a sequence.</p> <p>Pupils can perform a variety of rolls and spins on apparatus.</p> <p>Pupils can sequence rolls and spins on apparatus.</p>	<p>Pupils will explore shapes and travel using different pathways and begin to link these to create a sequence.</p> <p>Pupils will develop and consolidate sequences using a variety of shapes, travel and pathways.</p> <p>Pupils will explore rotations (rolls and spins) and begin to link these to create a sequence.</p> <p>Pupils will develop and perform sequences using a variety of rotations, levels, directions and speeds.</p> <p>Pupils will explore different types of jumps and leaps and begin to link these to create a sequence.</p> <p>Pupils will develop sequences using a variety of jumps and leaps, apparatus and directions.</p> <p>Pupils will consolidate and perform sequences using a variety of jumps and leaps and directions, incorporating apparatus.</p> <p>Pupils will explore balances using apparatus and begin to link these to create a sequence.</p> <p>Pupils will develop and perform sequences using a variety of balances, directions and levels.</p>	<p>Pupils will explore partner balances and begin to link these to create a sequence.</p> <p>Pupils will develop sequences using a variety of partner balances, transitions and apparatus.</p> <p>Pupils will consolidate and perform sequences using a variety of partner balances and transitions, incorporating low apparatus.</p> <p>Pupils will explore rotations (rolls and spins) and begin to link these to create a sequence.</p> <p>Pupils will develop sequences using a variety of rotations, levels, directions and speeds, incorporating hand apparatus.</p> <p>Pupils will explore different types of jumps and leaps and begin to link these to create a sequence.</p> <p>Pupils will develop and perform sequences using a variety of jumps using ropes, apparatus and different directions.</p> <p>Pupils will explore different balances using apparatus and begin to link these to create a group sequence.</p> <p>Pupils will develop sequences using a variety of balances on different body parts, including different transitions, directions and levels.</p>	<p><i>Across the UKS2 Phase...</i></p> <p>Pupils will explore different ways to perform gymnastics skills with a ball and begin to link these to create a sequence.</p> <p>Pupils will develop and consolidate sequences using different types of ball movements in combination with gymnastics skills, incorporating changes in levels, speeds, pathways and directions.</p> <p>Pupils will explore different ways to perform gymnastics skills using benches and begin to link these to create a sequence.</p> <p>Pupils will develop and consolidate sequences using different ways to link movements, including different timing and directions, e.g. canon, synchronised, contrasting.</p> <p>Pupils will explore different types of partner balances and begin to link these to create a sequence.</p> <p>Pupils will develop sequences using partner balances, incorporating a variety of transitions, jumps and rotations</p> <p>Pupils will consolidate and perform sequences using partner balances, incorporating a variety of transitions, jumps and rotations.</p> <p>Pupils will explore ways to perform flight using large apparatus and begin to link these to develop a group sequence.</p> <p>Pupils will develop sequences by incorporating a variety of ways to use apparatus, e.g. round, through, along, over, and a variety of timing.</p> <p>Pupils will consolidate and perform sequences and then link them together to create a whole class performance.</p>
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<p>Invasion Games</p> <p><i>KS1: Hockey, Tag Rugby</i></p> <p><i>KS2: Hockey, Tag Rugby, Netball, Football</i></p>	<p>Pupils can change speed and direction to avoid defenders.</p> <p>Pupils understand the basic principles of defence.</p> <p>Pupils understand what defending means and why we need to prevent attackers from scoring.</p> <p>Pupils can change speed and direction to 'catch' attacking players.</p> <p>Pupils understand the reason why games have rules and constraints.</p> <p>Pupils can work together as a team and apply their throwing and catching skills to score points.</p>	<p>Pupils can dodge effectively to avoid being caught by a defender.</p> <p>Pupils can perform a basic dodge by: bending their knees, planting one foot on the floor, leaning their bodies to one side, turning their hips and moving quickly in the opposite direction.</p> <p>Pupils can dodge effectively to help their team score points.</p> <p>Pupils understand why they need to dodge to escape a defender.</p> <p>Pupils can apply defensive principles to stop the opposition from scoring.</p> <p>Pupils understand the difference between attack and defence.</p> <p>Pupils can work together as a team ensuring that everyone is valued and contributes.</p> <p>Pupils can apply the rules and constraints of the game.</p> <p>Pupils create and apply simple defensive and attacking strategies.</p>	<p><i>Whilst building on the skills from Year 2 (attacking/defending principles) pupils in Years 3 and 4 should also:</i></p> <p>Pupils can apply basic movements (throwing, catching, kicking, dribbling, striking) with confidence within a small sided game.</p> <p>Pupils use sport specific skills with co-ordination and control in isolation and under pressure.</p> <p>Pupils understand tactics and composition by starting to vary how they respond.</p> <p>Pupils can vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Pupils begin to communicate with others during game situations.</p> <p>Pupils can develop their own rules and constraints for small sided games to develop sport specific skills.</p> <p>Pupils can respond to constraints and use tactical team play to improve performance around these constraints.</p> <p>Pupils can work well in a group to develop various games.</p> <p>Pupils can begin to understand how to compete with each other in a controlled manner.</p> <p>Pupils can begin to select resources independently to carry out different skills.</p>	<p><i>Whilst building on the skills from Year 3/4, pupils in Years 5 and 6 should also:</i></p> <p>Pupils can vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Pupils can show confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Pupils can keep possession of balls during games situations.</p> <p>Pupils can consistently use sport specific skills with co-ordination, control and fluency.</p> <p>Pupils can take part in competitive games with a strong understanding of tactics and composition.</p> <p>Pupils can modify competitive games to support/ challenge and improve performance.</p> <p>Pupils can compare and comment on skills to support creation of new games.</p> <p>Pupils can make suggestions as to what resources can be used to differentiate a game.</p> <p>Pupils can apply knowledge of skills for attacking and defending.</p> <p>Pupils use running, jumping, throwing and catching in isolation and in combination.</p> <p>Pupils can create their own games using knowledge and skills including rules and constraints to challenge / support and help pupils to develop further skills according to need.</p> <p>Pupils can discuss and evaluate their performance honestly and apply constraints and rules to improve performance as a team.</p>
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<p>Athletics</p>	<p>Pupils can run at different speeds.</p> <p>Pupils can jump from a standing position</p> <p>Pupils can perform a variety of throws with basic control.</p>	<p>Pupils can change speed and direction whilst running.</p> <p>Pupils can jump from a standing position with accuracy.</p> <p>Pupils can a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Pupils can use equipment safely</p>	<p>Pupils can begin to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Pupils can perform a running jump with some accuracy</p> <p>Pupils can perform a variety of throws using a selection of equipment.</p> <p>Pupils can use equipment safely and with good control.</p>	<p>Pupils can begin to build a variety of running techniques and use with confidence.</p> <p>Pupils can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Pupils can demonstrate accuracy in throwing and catching activities.</p> <p>Pupils can demonstrate good athletic performance using correct vocabulary.</p> <p>Pupils can use equipment safely and with good control.</p>	<p>Pupils can begin to build a variety of running techniques and use with confidence.</p> <p>Pupils can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Pupils can begin to record peers performances, and evaluate these.</p> <p>Pupils can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Pupils can describe good athletic performance using correct vocabulary.</p> <p>Pupils can use equipment safely and with good control.</p>	<p>Pupils can begin to build a variety of running techniques and use with confidence.</p> <p>Pupils can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Pupils can begin to record peers performances, and evaluate these.</p> <p>Pupils can demonstrate accuracy and confidence in throwing and catching activities.</p> <p>Pupils can demonstrate good athletic performance using correct vocabulary.</p> <p>Pupils can use equipment safely and with good control.</p>
<p>Outdoor Adventurous Activities</p>	<p>-</p>	<p>-</p>	<p>Pupils develop listening skills.</p> <p>Pupils create simple body shapes.</p> <p>Pupils listen to instructions from a partner/ adult.</p> <p>Pupils begin to think activities through and problem solve.</p> <p>Pupils discuss and work with others in a group.</p> <p>Pupils demonstrate an understanding of how to stay safe.</p>	<p>Pupils develop strong listening skills.</p> <p>Pupils use simple maps.</p> <p>Pupils begin to think activities through and problem solve.</p> <p>Pupils choose and apply strategies to solve problems with support.</p> <p>Pupils discuss and work with others in a group.</p> <p>Pupils demonstrate an understanding of how to stay safe.</p>	<p>Pupils develop strong listening skills.</p> <p>Pupils use and interprets simple maps.</p> <p>Pupils think activities through and problem solve using general knowledge.</p> <p>Pupils choose and apply strategies to solve problems with support.</p> <p>Pupils work collaboratively with others in a group.</p> <p>Pupils develop an understanding of how to stay safe.</p>	<p>Pupils develop strong listening skills.</p> <p>Pupils use and interpret maps.</p> <p>Pupils think activities through and problem solve using general knowledge.</p> <p>Pupils choose and apply strategies to solve problems with support.</p> <p>Pupils work collaboratively with others in a group ensuring that everyone is valued and contributes.</p> <p>Pupils demonstrate an understanding of how to stay safe.</p>

Swimming			<p>Swim Star Awards – children work through the Swim Star award scheme at their own pace and level. Children are placed in ability groups according to their ability when assessed by qualified swimming teachers.</p>	<p>Swim Star Awards – children work through the Swim Star award scheme at their own pace and level. Children are placed in ability groups according to their ability when assessed by qualified swimming teachers.</p>	<p>Swim Star Awards – children work through the Swim Star award scheme at their own pace and level. Children are placed in ability groups according to their ability when assessed by qualified swimming teachers. Swims competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>Swim Star Awards – children work through the Swim Star award scheme at their own pace and level. Children are placed in ability groups according to their ability when assessed by qualified swimming teachers. Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>NC Requirements for Year 6.</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>
Evaluation	<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>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>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 performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>			
Healthy Lifestyles	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body</p> <p>Understands what a healthy balanced diet is.</p> <p>Understands the need to warm up and cool down.</p> <p>Understands that they should be active for at least 60 minutes per day.</p>	<p>Reinforcement of LKS2 Objectives extending to:</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the positive impact physical activity and exercise has on our psychological wellbeing.</p>			