



PE

Key Concepts and Progression Overview



Games – Invasion, Striking and fielding, Net and Wall



NC: KS1 – master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

NC: KS2 – Use throwing and catching in isolation and in combination. Play competitive games modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS

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Drop and catch with 2 hands.

Move a ball with feet.

Throw and roll a variety of beanbags and large balls into space.

Stop a beanbag or large ball sent to them using hands

Attempt to stop a large ball sent to them using feet

Hit a ball with hands.

Run and stop when instructed

Move around showing limited awareness of space

Make simple decisions

Drop and catch a ball after one bounce.

Move a ball using different parts of the body

Throw, roll or kick towards a target

Catch a bean bag / ball.

Attempt to track balls and other equipment.

Strike a stationary ball with a racket.

Run, stop and change direction with some balance and control.

Show an awareness of space

Begin to use simple tactics.

Dribble a ball with some success, (hands or feet).

Stopping it when required.

Throw and roll towards a target using varying techniques.

Catch an object passed to them, with or without a bounce.

Move to track a ball and stop it using their feet with limited success.

Strike a ball with a racket

Run, stop and changed direction with some control.

Move to space to help to score or to limit others scoring.

Use simple tactics

Start to use in game situations –

Dribble the ball with one hand with some control.

Dribble a ball with feet with some control.

Use a variety of throwing techniques.

Kick towards a partner.

Catch a ball passed to them using one or two hands with some success

Receive a ball sent to them using different parts of the foot

Strike a ball with varying techniques.

Change direction with increasing speed.

Use simple tactics individually and in a team.

Link dribbling the ball with other actions with increasing control.

In game situations; Change direction when dribbling with feet with some control.

Use a variety of throwing techniques with increasing success.

Kick with increasing success.

Catch a ball passed to them using one or two hands with increasing success.

Receive a ball using different parts of the foot under pressure.

Strike a ball using varying techniques with increasing accuracy.

Change direction to lose an opponent with some success.

Create and use space with some success.

Use simple tactics to help their team to score or gain possession.

Use dribbling to change the direction of play with some control under pressure.

Dribble with feet with some control under increasing pressure.

Use a variety of throwing techniques with some control under increasing pressure.

Use a variety of kicking techniques with some control under increasing pressure.

Catch and intercept a ball using one or 2 hands with some success.

Receive a ball using different parts of the foot with increasing control.

Strike a ball using a wider range of skills.

Use a variety of techniques to change direction to lose an opponent.

Create and use space for self and others.

Understand the need for tactics and can identify them in different situations.

Use dribbling to change the direction of play with control under pressure.

Use a variety of dribbling techniques to maintain possession.

Use a variety of throwing techniques including fake passes to outwit opponents.

Select and apply the appropriate kicking technique with control.

Catch and intercept a ball using one or two hands with increasing success.

Receive a ball with the consideration to the next move.

Strike a ball using a wide range of skills to outwit an opponent.

Confidently change direction to successfully deceive an opponent.

Effectively create and use space for others.

Work collaboratively to create tactics within a team and evaluate the effectiveness of these.

Gymnastics



NC: KS1 – master basic movements as well as developing balance, agility and coordination.

NC: KS2 – Develop flexibility, strength, technique, control and balance.

EYFS

Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts

Develop body strength, balance, co-ordination and agility.

1

Perform balances making their bodies tense, stretched and curled.

Control their body when travelling and balancing in different ways.

Remember, repeat and link simple actions together

2

Perform balances on different body parts with some control and balance.

Use balance, agility and coordination in a range of activities.

Plan, link and perform a sequence of simple actions with some control and technique

3

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time

Adapt sequences to suit different types of apparatus and criteria.

Choose actions that flow well into one another both on and off the apparatus.

4

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

Include a range of shapes in a sequence.

Plan and perform sequences showing control and technique with and without a partner.

5

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.

To combine action, balance and shape to make complex extended sequences with and without a partner.

6

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension.

Develop technical sequences in a specific style and demonstrate flexibility, strength, control and balance in a sequence

Dance and Movement



NC: KS1 – perform dances using simple movement patterns.

NC: KS2 – Perform dances using a range of movement patterns.

EYFS

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Copy basic body actions and rhythms.

Travel in different pathways using the space around them.

Begin to count to music.

Copy, remember and repeat actions.

Choose actions for an idea.

Use changes of direction, speed and levels with direction.

Begin to perform dance moves

Begin to use counts.

Copy, remember and repeat a series of actions.

Select from a wider range of actions in relation to a stimulus.

Change rhythm, speed, level and direction in a dance.

Use mirroring and unison when completing actions with a partner.

Use counts with help to stay in time with the music.

Copy, remember and perform a dance.

Create a short dance that communicates an idea.

Use canon, unison and formation to represent an idea.

Match dynamic and expressive qualities to a range of ideas.

Use counts to keep in time with a partner.

Copy, remember and adapt set choreography.

Choreograph considering structure individually with a partner and in a group.

Use action and reaction to represent an idea.

Dance to communicate an idea through a range of movements and patterns.

Use counts when choreographing short phrases.

Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.

Choreograph dances individually and with others considering actions dynamics, space, and relationships in response to music as a stimulus.

Confidently perform choosing appropriate dynamics to represent an idea.

Use counts accurately when choreographing to perform in time with others and the music..

Perform dances confidently and fluently with accuracy and good timing.

Work creatively and imaginatively individual, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationships and dynamics in relation to a theme.

Improvise and combine dynamics demonstrating an awareness of the impact on performance.

Use counts when Choreographing and performing to improve the quality of work.

Athletics



NC: KS1 – Master basic movements including running, jumping and throwing.

NC: KS2 – Use running, jumping and throwing in isolation and in combination

EYFS

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Run and stop with some control.

Explore skipping as a travelling action..

Jump and hop with bent knees.

Throwing larger balls and bean bags into space.

Change direction at a slow pace

Attempt to run at different speeds showing an awareness of technique

Begin to link running and jumping movements with some control

Jump, leap and hop, choosing which allows to jump furthest.

Throw towards a target

Show some control and balance when travelling at different speeds

Show balance and coordination when travelling at different speeds.

Link running and jumping movements with some control.

Show hopping and jumping movements with some control.

Change techniques to throw for distance.

Show control and balance when travelling at different speeds.

Show balance, coordination and technique when running at different speeds, stopping with control.

Link running, hopping and jumping actions using different take offs and landings.

Jump for distance and height with an awareness of technique.

Throw a variety of objects changing action for accuracy and distance.

Demonstrate how and when to speed up and slow down when running.

Link hopping and jumping actions with some control.

Jump for distance and height showing balance and control.

Throw with some accuracy and power towards a target area..

Begin to co-ordinate their body at speed in response to a task.

Run at the appropriate speed over long longer distances or for longer periods of time.

Show control at take off and landing in more complex jumping activities.

Perform a range of more complex jumps showing some technique.

Show accuracy and power when throwing for distance.

Can co-ordinate a range of body parts at increased speed.

Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.

Link running, jumping and hopping actions with greater control and co-ordination.

Perform jumps for height and distance using good technique.

Show accuracy and good technique when throwing for distance.

Show fluency and control when travelling, landing, stopping and changing direction.

OAA



NC: KS2 – take part in outdoor and adventurous activity challenges both individually and within a team

EYFS

Follow simple instructions.

Share their ideas with others

Explore activities making own decisions in response to a task.

Make decisions about where to move in space

Follow a path

1

Follow instructions

Begin to work with a partner and a small group.

Understand the rules of the game and suggest ideas to solve simple tasks.

Copy a simple diagram/map.

Identify own and others' success

2

Follow instructions accurately.

Work co-operatively with a partner and a small group, taking turns and listening to each other.

Try different ideas to solve a task.

Follow and create a simple diagram/map.

Understand when a challenge is solved successfully and begin to suggest simple ways to improve.

3

Follow instructions from a peer and give simple instructions.

Work collaboratively with a partner and a small group, listening to and accepting others' ideas.

Plan and attempt to apply strategies to solve problems.

Orientate and follow a diagram/map.

Reflect on when and why challenges are solved successfully and use others' success to help them to improve.

4

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.

Confidently communicate ideas and listen to others before deciding on the best approach.

Plan and apply strategies to solve problems.

Identify key symbols on a map and use a key to help navigate around a grid.

Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

5

Use clear communication when working in a group and taking on different roles.

Begin to lead others, providing clear instructions.

Plan and apply strategies with others to more complex challenges

Orientate a map confidently using it to navigate around a course.

Explain why a particular strategy worked and alter methods to improve.

6

Communicate with others clearly and effectively when under pressure.

Confident to lead others and show consideration of including all within a group.

Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.

Confidently and efficiently orientate a map, identifying key features to navigate around a course.

Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Swimming



NC: All schools must provide swimming instruction either in Key Stage 1 or 2

Beginners

Submerge and regain feet in the water

Breathe in sync with an isolated kicking action from poolside

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Developers

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance

Float on front and back using different shapes with increased control.

Intermediate

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.

Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good technique and control.