

PE Key Progression Overview

Dance

R

Introduction to formalized movement to music experiences. Exploring movement to music. Using it to express feelings and ideas. Beginning to perform modeled routines.

1

Continued movement to express feelings, reflect cultures and variations. Begin to create routines in addition to copying. Use developing language to evaluate and improve routines and movements.

2

Continued movement as a form of expression with an increasing range of dynamic qualities.

Developing ability to work with a partner and in a small group. (varying group sizes)

3

To focus on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. Smaller groups (pairs)

4

Increasing fluency and control in both smaller and larger groups. Increasing range of dance stimulus e.g. watched different dance forms on video or at the theatre. They are introduced to differing techniques e.g. drama techniques such as 'snapshots', role play and simple storylines.

5

Children will use different visual images as a starting point for dance. They will be encouraged to become more adventurous when improvising and exploring ideas, developing their knowledge of how props, costume, design and music enrich dance.

6

Consolidating all skills and they will extend the range of movements they use and develop new skills in working with a partner, including taking weight, supporting, leaning, balancing and lifting.



PE Key Progression Overview

Gymnastics

R

Introduction to basic movements, rolls, balances, jumps and positions. Exploring putting movements together to form basic sequences. Begin to perform on the floor and basic apparatus.

1

Linking basic movements, rolls, balances, jumps and positions to create sequences with variation. Increased range of apparatus and group work. Developing language to evaluate sequences.

2

To combine both floor and apparatus to enhance sequence variation. To focus on control to improve and enhance sequence performance

3

To explain how strength and suppleness affect performance. Take greater responsibility—assess safety of apparatus, suggest warm up activities. Suggest improvements to routines.

4

Increased difficulty in movement combinations. To be able to match, mirror and canon actions with a partner or small group with growing synchronization.

5

To be able to arrange the apparatus responsibly, without direct supervision. In both gymnastics and dance, they will spend longer using their knowledge of compositional principles to adapt and develop their sequences. Both perform to and be a part of an audience, beginning to make judgements against specific criteria. To develop their understanding of the need to practice and refine an action to improve the quality of performance.

6

Consolidating all skills and watch performances and make simple judgements against a set of criteria, suggesting ways that work could be improved perform to music, drawing on work already done in dance. They will choose their own apparatus and design a simple layout. They will work in small groups concentrating on timing and relationships .



PE Key Progression Overview

Athletics

R

Explore moving throwing and jumping in a variety of ways and with a variety of equipment. To obtain growing control over moving different body parts and basic gross motor skills.

1/2

To learn key teaching points in relation to running, jumping and throwing to improve basic movement performance. For example bending knees to jump further, swinging arms to aid momentum, using the no-throwing arm for aim.

3

Introduce stretching and preparation techniques as athletic warm-ups. To improve their throwing skills and begin to associate different throwing actions with particular types of equipment and for different purposes. They will cover more distance in single and linked jumps, keeping good posture and control.

4

Develop their technical understanding across all areas of athletics. They will be introduced to the idea of training for a specific purpose. Specific focus of improving specific parts of athletic techniques e.g. jumping take off, throwing follow through, strides and run up.

5 / 6

In running events, they will run further in both sprints and distance runs. In throwing events, they may throw heavier, larger implements (although modified equipment will still be used with most of the children). In jumping events, they will explore how their run-up affects jumping for height and length. Links between how specific elements of fitness can improve specific performances. They will learn to set personal targets which focus on improving personal performance.



PE Key Progression Overview

KS1 Games

R

Children are taught basic movement and coordination of equipment skills. Children are taught simplified games with basic rules and given the opportunity to apply their learnt skills.

1

Children are taught basic movement and coordination of equipment skills. Developing sense of decision making in

2

In all games activities, children think about how to use skills, strategies and tactics to outwit the opposition.



Games Net & Wall KS2

3/4

Children play a range of more widely recognized net and wall games. They become familiar with rules, scoring and point systems. They practice their range of striking skills. They begin to aim away from opponents for tactical gain.

5/6

Focus on specific skill development e.g. serving, returning a volley, half volley, fore hand, back hand (with aim of improving quality and accuracy). To use a wider range of equipment including higher nets, harder balls that bounce higher, faster ect



Games Striking & Feilding KS2

3/4

Children play a range of more widely recognized striking and fielding games. To practice their skills of throwing, catching, hitting and kicking. To adapt games and think about rules.

5/6

Focus on specific skill development e.g. bowling, tactical fielding, and a wider range of shots. To develop warm-up routines and skills practices with a greater awareness of the type of fitness they need and how to prepare for striking and fielding games.



3

Children play a range of more widely recognized invasion games.

To improve their accuracy and consistency, and will learn new invasion game techniques.

4

To play more challenging games involving a greater number of players. They will learn a wider range of techniques, how to plan tactics as a team, and how to apply them as a team member. To learn how to evaluate their own and others' performances, and how to identify a focus for improvement.

5

Learn more about playing as a team, using team positions and defending successfully. Learn a wider range of techniques for passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending.

6

To improve their defending and attacking play. They start to play even-sided mini-versions of invasion games, focusing on just two games throughout the unit. To know what position they are playing in and how to contribute when attacking and defending.



