



Physical Education Progression Framework



EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Early Learning Goal</p> <p><u>PD: Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. their voices expressively and creatively by singing songs and speaking chants and rhymes 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [e.g , badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for e.g , through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 			

Core Fitness						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can hop on one leg. (children can hold leg in front or behind)</p> <p>I can balance on one leg for 5-8 seconds.</p> <p>I can copy 3 actions in a sequence. E.g. Teacher to stand on one leg, reach to the sky, crouch to the floor. Children to copy the actions. Advance to children copying off each other.</p> <p>I can bend my knees when jumping and landing.</p> <p>I can safely travel in a space. E.g. Provide children with a given area, they can choose different ways to travel around the space</p>	<p>I can hop in a given space with my leg bent behind me.</p> <p>I can create and hold a still shape whilst balancing on different parts of my body for at least 10 seconds.</p> <p>I can link actions to make a sequence of 3 movements. N.B. See Year 1 but children to incorporate a movement (skip, side step etc) for the transition between movements</p> <p>I can bend and land safely when jumping to a specific space.</p> <p>I can position myself safely onto equipment.</p>	<p>I can select different movements to travel on the floor</p> <p>I can use my body to safely roll and jump. E.g. Egg roll, pencil roll, dish roll</p> <p>I can safely travel on apparatus Children to get on and off horses and benches using the equipment 1 at a time and using their arms to support balance.</p> <p>I can perform a sequence of different movements . Children to work in small groups to perform a sequence of movements including rolls and jumps</p> <p>I can perform a sequence that includes apparatus</p> <p>I can observe my peers and describe their movements</p>	<p>I can select different movements to travel on apparatus.</p> <p>I can perform controlled rolls Develop from Year 3 and include Teddy Bear Roll, Front roll</p> <p>I can perform sequences with peers on and off apparatus.</p> <p>I can perform a sequence of movement that includes different speeds.</p> <p>I can perform a sequence of movement that includes different body shapes and levels.</p> <p>I can ask questions about a peers sequence and evaluate the sequence.</p>	<p>I can use a range of actions to travel on the floor and apparatus.</p> <p>I can take off and land on apparatus.</p> <p>I can use my body to balance at different heights.</p> <p>I can use my body to make different shapes to balance in a sequence.</p> <p>I can mirror movements from a partner.</p> <p>I can describe and evaluate sequences carried out by peers.</p>	<p>I can link a range of actions to travel on the floor and apparatus.</p> <p>I can accurately perform sequences that include rolling. Incorporating the rolls children have learnt in Y3 and 4 into a sequence of movements</p> <p>I can perform sequences with my partner that include mirroring movements, balancing and leading and following.</p> <p>I can use control to take off from a piece of equipment during a sequence.</p> <p>I can use control to land on a piece of equipment during a sequence.</p>

Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can join a range of different movements together.</p> <p>I can change the style of my movements.</p> <p>I can create a short movement phrase which demonstrates my own ideas.</p>	<p>I can move my body to different music stimuli.</p> <p>I can travel in different ways.</p> <p>I can copy a pattern of arm and leg movements. Teacher to perform a pattern of movements to music e.g. arms above head, arms to side, leg kick forward. Chn to copy</p> <p>I can move and chant/sing at the same time. E.g. We're going on a bear hunt, Wheels on the bus, Ring a ring of roses etc</p>	<p>I can move a specific body part when instructed.</p> <p>I can travel through a given space.</p> <p>I can perform a range of upper body movements in a simple pattern. Children to use movements from visual stimuli or teacher input to create a simple pattern of movements</p> <p>I can sequence simple movements to a topic related story or song.</p> <p>I can match the pitch of my voice to a range of movements. E.g. Children to do movements of a bear while using a deep voice for speech, crawl like a mouse while using a high pitched voice etc</p>	<p>I can explore movements of body parts. E.g Ask children how many different movements can they create using their arms, hands, legs etc</p> <p>I can travel through space in curved and straight lines.</p> <p>I can perform a range of upper body movements to a rhythm.</p> <p>I can work with a group to create a movement routine that has a clear beginning, middle and end.</p> <p>I can create a routine with a group and share it to my peers.</p>	<p>I can combine movements of body parts.</p> <p>I can change the shape of my body whilst travelling in a pathway. E.g. whilst following a pathway children to move into a crawl, tip toe, bear crawl etc</p> <p>I can use my body to show feelings (joy, anger, sorrow).</p> <p>I can work with a group to create a routine of movement including unison. E.g. Everybody performing the same movement at the same time</p> <p>I can work with a group to create a routine of movement including cannon E.g. dancer a performs a movement, dancer b copies</p>	<p>I can work with a partner to use actions to show emotions.</p> <p>I can work with a group to use movements for the group to meet and part.</p> <p>I can work with a group to create a routine to a rhythm.</p> <p>I can work with a group to perform a routine to my peers.</p> <p>I can identify strengths and areas in which I could improve.</p>	<p>I can shadow a dance routine E.g. New Zealand Rugby Haka</p> <p>I can work in a group to create an intimidation routine. E.g. To create a routine to intimidate or frighten the audience</p> <p>I can teach others a simple intimidation dance routine.</p> <p>I can work with a group to create dance movements to fit with different musical stimuli.</p> <p>I can suggest and make improvements to my group/peers dance routine.</p>

Ball Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can roll equipment in different ways.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target.</p> <p>I can catch equipment using two hands</p>	<p>I can cup my hands to catch a non-rolling object. e.g. Children to hold hands in a cup shape when a partner drops an object into the hands. Partner moves backwards to enlarge the gap between the thrower and catcher.</p> <p>I can throw an object into a space. E.G – Set different stations in the PE area with large targets. Children to throw into the target space.</p>	<p>I can use two hands to catch an object without a bounce. E.G - Partner children up and ask them to throw a bean bag between themselves at a very short distance (30cm apart). Once confident children to increase the distance a little bit at a time.</p> <p>I can demonstrate an underarm and overarm throw.</p> <p>I can roll/kick a ball to a peer.</p>	<p>I can move into space to catch a large ball (football, multi-play ball) after one bounce.</p> <p>I can use an underarm throw to throw a large ball (football, multi-play ball) at a target. Using the targets in the PE cupboard, set different lengths of throws. Children to take turns to aim and throw at the target.</p> <p>I can accurately throw a beanbag over arm.</p>	<p>I can move into space to catch a travelling large ball (football, multi-play ball) with no bounce.</p> <p>I can use an underarm throw to aim a small ball (tennis ball) at a target. Hula-hoop challenge – set a range of different sized hoops on the floor with different scores in (higher score for more accurate throws). Children to work in teams to throw balls into the targets. Highest score is the winners.</p>	<p>I can move into space to catch a travelling ball. Pass and move netball – using the netball nets and balls, children to work in a small group to move from one size of the court passing, receiving and moving to the other side before shooting.</p> <p>I know several different ways to pass a ball (kick, chest pass, bounce pass etc)</p> <p>I can pass a ball (throw and kick) to a peer whilst moving.</p>	<p>In a throwing and catching game I can move into a strategic place and catch a moving ball.</p> <p>During game play, I can use different methods to accurately pass a ball to a team mate.</p> <p>During game play, I can pass a ball that leads to my team scoring a point.</p> <p>During game play, I can look where I am travelling when dribbling a ball.</p>

<p>I can move a ball in different ways, including bouncing and kicking.</p> <p>I can use equipment to control a ball.</p> <p>I can kick an object at a target.</p>	<p>I can roll/kick a large ball.</p> <p>In a static position I can bounce a catch a large ball.</p>	<p>I can move whilst bouncing and catching a ball</p>	<p>I can send and receive a ball by kicking it on the ground with my inner foot. - Partner children up and ask them to kick a large ball between themselves at a very short distance (30cm apart). Once confident children to increase the distance a little bit at a time.</p> <p>I can safely dribble a ball in a given space. Set cones on the floor and start by asking children to walk between them with the ball at their feet. When confident, children to start to move faster up to running speed.</p>	<p>I can use an over arm throw to aim a small ball (tennis ball) at a target. Throwing rounders – play a normal game of rounders. However, children need to throw the ball over arm into space instead of hitting the ball with the bat.</p> <p>I can control a ball around a pathway using the inside of my foot.</p> <p>Set a range of cone courses (cones laid out making different tracks) in a space. Children to move the ball down each track.</p> <p>I can use my foot to pass a ball to a partner within a close distance.</p> <p>I can dribble a ball around a pathway.</p>	<p>I can occasionally look up when I am dribbling a ball.</p> <p>I can confidently change direction while dribbling a ball around a playing area – Simon said game. Each child has a ball and dribbles around an open space. Teacher gives orders through Simon said (turn left, turn right, turn 90 degrees).</p>	<p>During game play, I can change direction whilst dribbling a ball</p>
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Games - Invasion						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can play a range of chasing games</p> <p>I can change the speed of my actions.</p>	<p>I can travel at different speeds – Simon Says game – play this game to ensure children are moving at different speeds (move fast, move slow, run, walk).</p> <p>I can find a safe space</p> <p>I can follow the rules for two invasion games.</p> <p>I can stop a moving ball -</p> <p>I can score a point by attacking.</p>	<p>I can change direction whilst running in a space.</p> <p>I can stay inside the game space whilst participating in a game.</p> <p>I can follow rules to correctly participate.</p> <p>I can mark a player.</p> <p>I can stop a moving ball before reaching another player.</p> <p>I can explain the difference between attacking and defending.</p>	<p>I can use basic movements to dodge – sporting obstacle course. Children to move past, through or over a range of obstacles while holding, bouncing, dribbling with a ball.</p> <p>I can defend an area (hoop, cones etc) in a throwing and catching game.</p> <p>I can move into a useful space in game play (Children to learn about the different area of a court which would help advance the ball or score).</p> <p>I know the rules of a game and can play fairly</p>	<p>I can travel whilst moving a ball through a gateway.</p> <p>I can move a ball through a gateway whilst dodging defenders.</p> <p>I can get an object (ball, beanbag etc) to a goal (hoop, net, cones)</p> <p>I can find a space to support my team mates.</p>	<p>I can explain why we warm up and cool down.</p> <p>I can use techniques to attack in a game e.g. when to pass.</p> <p>I can use techniques to defend in a game e.g. marking a player.</p> <p>I can use space well to pass and receive a ball</p>	<p>I can work with a group to create my own warm up games.</p> <p>I can mark a player when playing in a defensive position.</p> <p>I can use a range of techniques to defend in a game.</p> <p>I can use space to pass and receive a ball in a game.</p> <p>I can work with my team mates to score points.</p>

Games - Striking and fielding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>I can hit a ball with a bat or a racquet.</p>	<p>I can hold a ball in an under arm position and begin to swing my arm in the correct direction.</p> <p>I can hold a ball in an over arm position and move my arm forward to release the ball.</p> <p>I can use my dominant hand to hold a racket or bat.</p> <p>I can use a racket or bat to move objects on the ground.</p>	<p>I can aim at a large target using an underarm and overarm throw.</p> <p>I can use my dominant hand to strike a ball from a static position. Child to stand still and hit a ball from an object e.g. cone.</p> <p>I can use a racket to move a ball around a given space.</p>	<p>I can use an underarm throw with control.</p> <p>I can use an overarm throw with control.</p> <p>I can use a racket to control a ball.</p> <p>I can use an object to strike a ball.</p>	<p>I can accurately use an underarm throw in a game.</p> <p>I can accurately use an overarm throw in a game.</p> <p>I can strike a ball using a racket/bat from a standing position.</p>	<p>I can hold a bat or racket correctly (dominant hand at the bottom)</p> <p>I can bowl a ball to reach a batter.</p> <p>I can hit a bowled ball into the playing area.</p> <p>I can accurately field by throwing under/overarm to a team mate.</p>	<p>I can use a range of different grips when holding a bat or racket correctly to complete a swing movement.</p> <p>I can use an over arm bowl within a competition.</p> <p>I can tactically hit a bowled ball into a specific playing area.</p>
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Athletics						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can run in different ways for a variety of purposes.</p> <p>I can jump in a range of ways, landing safely.</p> <p>I can roll equipment in different ways.</p> <p>I can throw underarm.</p> <p>I can throw an object at a target.</p>	<p>I can jump forwards and backwards into a different space.</p> <p>I can start a race at the correct time. E.g – use a range of sounds (bell, whistle, voice) to signal that children should start a race.</p> <p>I can run in straight line during a race.</p> <p>I follow a track-like course. E.g – set out cones, throw down lines or other objects to create different turns and straights for children to travel through.</p>	<p>I can jump in different directions into a given space.</p> <p>I can compete in a race using a range of locomotions. E.G. running, skipping, jumping galloping.</p> <p>I can participate in a race to collect and store a range of objects . E.g – children to race to collect bean bags from a hoop and return them to their base.</p> <p>I can leap over objects while moving.</p> <p>I can combine different jumps together with some fluency and control. E.G – children to create a</p>	<p>I can run safely in a space for up to 2 minutes.</p> <p>I can use an accelerated run to sprint in a race.</p> <p>I know the rules of a relay race and can safely pass an object.</p> <p>I can jump over evenly spaced objects (30cm height) while moving.</p> <p>I can use my body to skip.</p> <p>I can use a beanbag, ball, foam javelin and throw from a standing position.</p>	<p>I can run safely in a space for up to 3 minutes.</p> <p>I can compete in a sprint race starting and finishing appropriately.</p> <p>I can run a distance that includes evenly spaced hurdles/ objects (30cm height)</p> <p>I know the rules of a relay race and can safely pass a baton 1 hand -1 hand</p> <p>In a relay race I can wait in a line with my hand flat out ready to receive.</p> <p>I can skip with a rope.</p>	<p>I can run for up to 5 minutes varying my pace.</p> <p>I can compete in a sprint race developing acceleration.</p> <p>I can compete in a relay race, firmly placing a baton into my team mates hand.</p> <p>I can combine running and jumping</p> <p>I can run a distance that includes unevenly space hurdles.</p> <p>I can throw for distance and accuracy.</p> <p>I can stand with opposite foot to the throwing arm forward and the</p>	<p>I can run for up to 10 minutes varying my pace.</p> <p>I can compete in a sprint race using the appropriate techniques to start, create acceleration and end the race.</p> <p>I can compete in a relay race, using the Olympic style baton change over.</p> <p>I can teach a peer to use the correct technique for a combined run and jump.</p> <p>I can use my preferred leg when running over hurdles.</p> <p>I can use the technique for the push, pull and fling throw.</p>

<p>I can participate in simple games.</p>	<p>I can move over obstacles while traveling.</p> <p>I can use my body to jump in different ways. N.B – children can choose their own ways to jump.</p> <p>I can change the distance I throw by using more or less power.</p>	<p>sequence of jumps on their own choice.</p> <p>I can throw at targets of different heights.</p>		<p>I can use a beanbag, ball, foam javelin to aim at a target from a standing position.</p>	<p>weight of the body is on the back leg which should be bent</p>	<p>Accurately measure and record the distance of their throws.</p>
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