



Foxyards Academy PE Whole school progression

The document below has been designed to show how we will cover all of the relevant Physical Education knowledge and skills across our school.

PE Progression in EYFS

PE Progression			
	Physical Development		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Know and talk about the different factors that support overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Physical Education Progression in Key Stage 1 and Key Stage 2

In Key Stage 1 and Key Stage 2 we follow a 2 year Cycle with PE taught half termly ensuring 2 hours lessons of PE are taught weekly. In line with the National Curriculum, all of the relevant POS will be taught by the end of the key stage. Years 1,2,3 & 4, will do 1 hour of PE and 1 hour of forest school (Outdoor Learning and Outdoor skills) skills progression for this can be found on separate sheet.

KS1 PE National Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

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

KS2 PE National Curriculum

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

use running, jumping, throwing and catching in isolation and in combination.

play competitive games, modified where appropriate [for example, 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 example, 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.

PE Progression						
Area of Study	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle A	Fundamental Movement skills <i>Ball Skills</i> <i>Racket Skills</i> <i>Striking Skills</i> Athletics Invasion Games Handball Gymnastics Dance Outdoor/adventurous activities Forest school OAA	Outdoor/adventurous activities Forest school Gymnastic Dance Invasion Games <i>Netball</i> <i>Handball</i> Net/Wall Games <i>Tennis</i> Striking and Fielding Games <i>Rounders</i> <i>Cricket</i> Athletics OAA	Gymnastics Dance Invasion Games <i>Tag Rugby</i> <i>Handball</i> Net/Wall Games <i>Tennis</i> Striking and Fielding Games <i>Rounders</i> <i>Cricket</i> Athletics OAA			
Cycle B	Outdoor/adventurous activities Forest school Fundamental Movement skills <i>Ball Skills</i> <i>Racket Skills</i> <i>Striking Skills</i> Athletics Invasion Games Netball Gymnastics Dance OAA	Outdoor/adventurous activities Forest school Gymnastics Dance Invasion Games <i>Hockey</i> <i>Netball</i> Net/Wall Games <i>Tennis</i> Striking and Fielding Games <i>Rounders</i> <i>Cricket</i> Athletics OAA	Gymnastics Dance Invasion Games Hockey Netball Net/Wall Games <i>Tennis</i> Striking and Fielding Games <i>Rounders</i> <i>Cricket</i> Athletics OAA			

Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and copy basic actions – travelling, rolling, jumping and staying still.</p> <p>Perform different body shapes at different levels, speed and directions.</p> <p>Hold still shapes and simple balances with some control.</p> <p>Perform a 2 footed jump landing safely.</p> <p>Move around, under over and through different objects and equipment.</p>	<p>Copy and explore and remember actions to link a number of gymnastic actions into own sequence.</p> <p>Hold a still shape while balancing on different points of the body.</p> <p>Jump in a variety of ways and land safely with increasing control.</p> <p>Perform movement phrases using a range of different body parts.</p> <p>Use equipment in a variety of ways to create a sequence. Climb on and off equipment safely.</p>	<p>Copy, explore and remember a variety of movements. Work independently and with others to create a sequence using own ideas.</p> <p>Travel in a variety of ways and begin to develop good technique when travelling, balancing.</p> <p>Describe own work using simple gymnastics vocabulary.</p> <p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways. Begin to show flexibility in movements.</p>	<p>Link skills with control, technique, coordination and fluency using a range of directions and levels.</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Recognise how the position of their centre of gravity affects their balance.</p> <p>To perform movements in canon and unison.</p> <p>Create more complex sequences using various body shapes and equipment.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>Use and refine flexibility, strength, balance and power.</p> <p>Develop skills for movement including rolling, bridging and dynamic movement.</p> <p>To perform and evaluate own and others sequences using gymnastics vocabulary.</p>	<p>Create their own complex sequences involving the full range of actions and movements: balancing, traveling, holding shapes, jumping, leaping, swinging and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances</p> <p>Confidently use equipment and incorporate into sequences.</p> <p>Apply skills and techniques consistently, showing precision and control.</p> <p>Develop strength, technique and flexibility throughout a performance.</p>

Jumps						
Straight jump Tuck jump Jumping Jack Half turn jump Cat spring	Straight jump Tuck jump Jumping Jack Half turn jump Cat spring Cat spring with straddle	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Cat leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump halfturn Straight jump full-turn Cat leap Cat leap half-turn Split leap	Straight jump Tuck jump Jumping jack Star jump Straddle jump Pike jump Stag jump Straight jump half-turn Straight jump full-turn Cat leap Cat leap half-turn Cat leap full-turn Split leap Stag leap	
Rolls						
Log roll (controlled) Curled side roll (controlled) Teddy bear roll (controlled)	Log roll (controlled) Curled side roll (controlled) Teddy bear roll (controlled) Rocking for forward roll Crouched forward roll	Crouched forward roll Forward roll from standing Tucked backward roll	Forward roll from standing Straddle forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Tucked backward roll Backward roll to straddle	Forward roll from standing Straddle forward roll Pike forward roll Dive forward roll Tucked backward roll Backward roll to straddle Backward roll to standing pike Pike backward roll	

Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking and hitting a ball					
<p>Use hitting skills in a game.</p> <p>Practise basic striking, sending and receiving.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate).</p> <p>Practise the correct batting technique and use it in a game.</p> <p>Strike the ball for distance.</p>	<p>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</p> <p>Accurately serve underarm.</p> <p>Build a rally with a partner. Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p>

Throwing and catching a ball						
	<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball.</p> <p>Vary types of throw used.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>
Travelling with a ball						

	Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game.	Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.	Move with the ball using a range of techniques showing control and fluency.	Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively.
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Passing a ball						
	Pass the ball to another player in a game. Use kicking skills in a game	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success	Pass the ball with increasing speed, accuracy and success in a game situation.	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Possession						
			Know how to keep and win back ball possession of the a ball in a team game.	Occasionally Keep contribute towards helping their team keep and win back possession of the game.	and win back possession of to ball effectively team game. ball	Keep and win back the possession of the in a effectively and in variety of ways in a in a team
Using space						

	<p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds.</p> <p>Begin to use space in a game.</p>	<p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p>	<p>Find a useful space and get into it to support teammates.</p>	<p>Make the best use of space to pass and receive the ball.</p>	<p>Demonstrate an increasing awareness of space.</p>	<p>Demonstrate a good awareness of space.</p>
Attacking and defending						
	<p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender.</p>	<p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them</p>	<p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Use fielding skills as an individual to prevent a player from scoring</p>	<p>Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>

Athletics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities.</p> <p>Show understanding and a basic level of control, combination and consistency when running.</p> <p>Experiment with different jumping techniques showing control, coordination or consistency throughout.</p> <p>Develop coordination and balance whilst exploring different running, throwing and jumping techniques.</p> <p>Develop the distance running technique, understanding the difference between sprinting and running over long distances.</p>	<p>Apply and develop a broad range of athletic skills in different ways.</p> <p>Show control, coordination and consistency when running, jumping and throwing.</p> <p>Choose the appropriate running speed to meet the demands of the task.</p> <p>Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</p> <p>Combine basic jump actions to form a jump combination, using a controlled jumping technique.</p>	<p>Understand and apply appropriate pace judgement for the running distance to be covered.</p> <p>Run, jump, throw and catch in combination and in isolation. Combine and perform skills with control.</p> <p>Demonstrate a range of throwing actions eg. Push, pull, sling using different equipment.</p> <p>Choose the appropriate speed to run at for the distance to be covered.</p> <p>Understand and apply the appropriate throwing and jumping technique to achieve maximum distance and height.</p> <p>Select and apply skills that meet the needs of the situation, combining and performing each skill with control and speed.</p>			

We provide all children with a chance to learn to swim from Year 1 to Year 6. This is done in summer term. We hire a pool and place it at school. All children swim for 1 hour a week for a 6-week block.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1 PE National Curriculum		KS2 PE National Curriculum Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.			

Swimming

Develop basic pool safety skills and confidence in water.

Develop travel in vertical or horizontal position and introduce floats.

Develop push and glides, any kick action on front and back with or without support aids.

Develop entry and exit, travel further, float and submerge.

Develop balance, link activities and travel further on whole stroke.

Show breath control. Introduction to deeper water.

Treading water.

Dance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can repeat simple rhythmic patterns.	Children can count the beats in the music.	children understand what they need to focus on when learning a dance routine.	Children are developing their confidence when counting music whilst dancing.	Children can count in beats of eight.	Children can copy, repeat and remember basic dance moves.
Children can think of ideas to link with stimuli and link them together.	Children are able to perform a range of movements	Children can copy the steps taught from the teacher.	Children can remember more complex dance routines.	Children can watch and describe the Haka.	Children can deliver a warm up and explain the reasons for it.
Children can copy, repeat and perform simple dance phrases.	Children are able to apply direction and speed to movements	Children can repeat and remember the steps in the routine.	Children can stay in unison with the rest of their group when performing.	Children can learn all 24 counts of the Haka. Children can recap the Haka in unison.	Children can link moves together.
Children can explore different movement ideas to link with the stimuli.	Children are able to work with a partner to develop movements to a beat.	Children can perform the steps to the rest of the class.	Children can analyse theirs and their group's performance.	Children can perform the Haka in cannon. Children can perform the Haka in unison and cannon with a partner.	Children can understand the difference between, and work in unison and cannon fluently.
Children can perform basic movement ideas to create a short traveling sequence.	Children are beginning to link movements together independently.	Children can apply levels to their movements.	Children can create movements for the beginning, middle and end section of a dance linked to particular themes/music.	Children can work in small groups and perform the Haka in unison.	Children can link standing, and floor moves together with confidence.
Children are able to show different moods and feelings in their movements.	Children can apply different elements to their dance.	Children can apply direction to different movements.	Children can notice movements that other children have changed.	Children can perform the Haka with expression.	Children can critically evaluate their own, and other performances.
Children can count beats of 4 to music.	Children evaluate other children's work.	Children can apply 3 different dynamics to their dance routine.	Children can select and apply a variety of dynamics into their dance piece.	Children can perform the Haka in a battle situation.	Children can link their own moves and moves from the Haka to make their own Haka.
Children understand different speeds and can apply different		Children can repeat and perform the	Children can adapt their	Children can make up different moves relating to the Haka.	Children can time their dance correctly.
				Children can link their own moves and moves from the Haka to make their own Haka.	Children can commit fully to

	<p>speeds to movement.</p> <p>Children can independently make a dance story using basic skills.</p>	<p>Children can teach other children movements from their dance routine.</p> <p>Children can talk about the movements that they were taught and why they linked/didn't link.</p> <p>Children can mirror a partner's movements Children can stay in time with their partner when mirroring</p> <p>Children are able to count and move to music with increased confidence. Children can dance a routine taught, attempting to keep time.</p>	<p>dance routine with increasing confidence.</p> <p>Children can work with a partner and help each other remember movements.</p> <p>Children can compose and perform a routine with their partner.</p> <p>Children can understand what cannon is used for in dance and can apply cannon in their dance routine.</p>	<p>movements to link with the music.</p> <p>Children can link their dance sections together so that they flow smoothly.</p> <p>Children are developing their confidence and energy when performing.</p>	<p>Children can perform their Haka to their peers.</p> <p>Children can give positive and improving feedback to their peers. Children can think of different moves relating to a range of sports.</p> <p>Children can create a haka for different sports. Children can perform their Haka to their peers.</p> <p>Children can perform the original Haka. Children can perform their sports related Haka?</p> <p>Children can comment on their own performance and others.</p>	<p>dance; they include attitude and passion in their dance.</p> <p>Children can be creative in their dance expression.</p> <p>Children can copy street dance moves accurately. Children can model their own dance routines around street dance moves they've learnt.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To follow simple routes and trails</p> <p>Work with a partner / small group</p> <p>Children able to think through and plans solutions to problems</p> <p>Exploring the school and surrounds To interpret a simple Plan (map)</p> <p>To be able to communicate ideas physically and verbally To be aware of safety for themselves and others</p>	<p>Participate in team challenges and games Work cooperatively in a small group</p> <p>Problem solving – show persistence and sustained effort</p> <p>eamwork - To cooperate with others</p> <p>Communication</p>	<p>Create and use a simple map of a classroom / school</p> <p>Be able to evaluate performance towards an activity / challenge and modify in order to improve and succeed</p> <p>Show resilience</p> <p>Identify / explore different roles within group</p> <p>Be able to act as leader + follow a leader</p>	<p>Can orientate map and navigate simple courses (using symbols, scales and begin to use a compass)</p> <p>Be able to identify and show different roles with a group / team</p> <p>Can work with others co-operatively</p> <p>Can take different roles in a team.</p>	<p>Participate in challenging activities, increasingly more adventurous</p> <p>Accurately read an interpret map symbols and control markers</p> <p>Can work with others co-operatively</p>	<p>Participate in challenging activities, increasingly more adventurous</p> <p>Accurately read an interpret map symbols and control markers</p> <p>Can work with others co-operatively</p>

Evaluating and improving performance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to describe personal and others actions when playing games, and taking part in outdoor and adventurous learning Opportunities.</p>	<p>Start to cooperatively work with others in PE discussing how we can improve on performance</p>	<p>Ask which parts of tasks they have completed and the ones they still need to practice.</p>	<p>Compare and contrast similar performances. Suggest ways to improve the quality of a sequence.</p> <p>Describe and evaluate the effectiveness of performance and recognise aspects that need improving.</p>	<p>Analyse a performance by confidently comparing and commenting on skills, techniques and ideas that had been used.</p> <p>Making relevant suggestions to improve a future performance.</p>	<p>Identify and use a range of sources to evaluate work or a performance.</p> <p>Compare previous performances in PE to feed information forward to develop a skill, technique or idea.</p>