

Wolds Federation PE Progression Document (Updated September 2021)



Year group	Dance	Gymnastics	Invasion Games	Athletics	Striking and Fielding		Healthy Lifestyles	Evaluation	Swimming
Development Matters (2021)		PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG) Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and Self Care Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.							
NEW Statutory framework for the early years foundation stage (effective from September 2021)		Physical Development- Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.							
	Dance	Gymnastics	Invasion Games	Multi skills/ Athletics	Striking and Fielding	OAA	Healthy Lifestyles	Evaluation	Swimming
EYFS	Move freely and with pleasure and confidence in a range of ways. Experiments with different ways of moving. Complete simple sequences to different stimulus.	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel. Experiments with different ways of moving. Jumps off an object and lands appropriately. Stand on one foot to hold a balance. Use equipment/ apparatus correctly and safely	Move freely using suitable spaces and speed or direction to avoid obstacles Explore ways to send a ball or other equipment Pass and receive a ball in different ways	Children will be taught how to use their bodies to: ☐ Sprint 30m ☐ Jump for height 59cm ☐ Jump for distance 30-59cm ☐ Leap hurdles 30m within 16-12secs ☐ Overarm throw ☐ Chest push ☐ Run for longer distance Participate in Sports day	Throw over and under arm in a general direction Catch a variety of sized balls when bounced or thrown Strike a ball (self-bowled) in a general direction		Understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe	In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked (Star) and didn't like Wish) – with guidance	
PE National Curriculum (2014)		Key stage 1: 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.							
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Year 1	Learn basic movements relating to feelings. Learn what makes a good start and finish position in a sequence.	Learn a variety of basic gymnastic movements. Be still in different body shapes and balances and combine	Explore different ways using a ball Explore ways to send a ball or other equipment	Take part in multi-skills lunch time club: Designed to develop the fundamental movement skills (ABC)	Focus on technique on striking a ball with control when shown. Differentiating equipment where necessary e.g. size of		Understand why exercise is important to everyone Talk about what our bodies do during exercise e.g. breathing	In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked (Star) and didn't like Wish)- some guidance	

	Learn how to move their bodies in a variety of ways. Respond to different music showing a range of emotions and stimulus. Perform dance movements and simple sequences using simple movement patterns. Start to describe a short dance using appropriate vocabulary Be taught to remember and perform short dance routines to other children (1-8 steps)	different ways of travelling. (A&D) Move between mats and small apparatus and change the speed of movement. Recognise how it feels when the body is tense in a balance. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size. Start to link 2 or more movements together Use equipment/ apparatus correctly and safely	Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Participate in simple team games (1v1, 2v2) Develop simple attacking and defending techniques Pass and receive a ball in different ways with increased control. Differentiate pitch size depending on year group (rugby, netball, football, basketball)	Children will be taught how to use their bodies to: ☐ Sprint 30m within 9-6seconds ☐ Jump for height 1014cm ☐ Jump for distance 60 – 89cm ☐ Leap hurdles 30m within 11-8 secs ☐ Overarm throw 10-19m ☐ Chest push 3-4m ☐ Run for longer distance 200m within 1:45-1:31 Participate in Sports day	ball, size of striking device Focus on technique on fielding a ball using under and over arm throwing. Able to play simple games in small groups, applying rules and skills that have been taught. (cricket, rounders)		Practice skills to make them warmer and cooler before and after exercises. Discuss how the body changes during exercise.		
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Year 2	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines to other children (1-8 steps) Evaluate and improve a dance performance by recording and	Develop short sequences on their own. Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus. Have a clear start, middle and end. Have a clear focus when watching others perform. Say when a movement or skill is	Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy- showing hand-eye coordination Recognise the best ways to score points and stop points being scored. Recognise how they work best with their partner.	Take part in multi-skills lunch time club: Designed to develop the fundamental movement skills (ABC) Children will be taught how to use their bodies to: ☐ Sprint 30m under 6 secs ☐ Jump for height 15-19cm ☐ Jump for distance 60 – 89cm ☐ Leap hurdles 30m within 8 secs ☐ Overarm throw 1019m	Focus on technique on striking a ball with control when shown. Differentiating equipment where necessary e.g. size of ball, size of striking device Choose, use and vary simple tactics. Recognise good quality in performance. Participate in team games. Pass and receive a ball in different ways		Talk about what our bodies do during exercise e.g. breathing, start to find their pulse Practice skills to make them warmer and cooler before and after exercises. Discuss how the body changes during exercise and what effect it has on our body- with guidance Understand the basics of why we warm up and what happens to our body e.g. heart, blood	In all areas children will be taught to give feedback to their peers and how to receive it. (what they liked (Star) and didn't like Wish)- some guidance	

	viewing their rehearsals	performed well (aesthetic appreciation) Describe what they have done and what they have seen. (Make easier or harder. Use advice to improve. Develop balance, agility and coordination of travelling, stillness, jumping, timing, changing shape, size, direction Use equipment/ apparatus correctly and safely	Use different rules and tactics for invasion games. Make it difficult for opponents. Keep the ball and find best places to score. Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics. Participate in team games e.g. lunchtime clubs Understand and develop tactics for attacking and defending. Differentiate pitch size depending on year group (rugby, netball, football, basketball)	☐ Chest push 3-4m ☐ Run for longer distance 200m under 1:30 Participate in Sports day	with control and increased accuracy e.g. starting to decide what type of throw is appropriate for the distance Perform fielding techniques with increased control and co-ordination (cricket, rounders)				
PE National Curriculum (2014)	Key stage 2: 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 with each other. 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								
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Year 3	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, between 8-20 steps.	Develop and perform actions. Practice and concentrate on quality of movement. Link different balances moving in and out of positions of stillness. Transfer weight smoothly from one	Partner using a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling. To help others know where they are going.	Choose skills and equipment to meet the challenges they are set. e.g. by increasing the distance thrown. Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing. S&A	Consolidate and develop the range and consistency of their skills in striking and fielding games. (rounders, cricket)	Develops listening skills. Listens to instructions from a partner/teacher Beginning to think activities through and problem solve.	Keep up an activity over a period of time and know what they need to warm up and cool down Recognise and describe what their bodies feel like during different types of activity. Describe what happens to their	Observe and describe performances with increasing and say why it is aesthetically pleasing Begin to comment on tactics and techniques to improve performance	Begin to swim competently, confidently and proficiently over a distance of at least 25 meters Begin to use a range of strokes effectively and efficiently e.g. front crawl, back stroke, breast stroke

	Learn how to develop actions and movements within short dances by changing the dynamics, space and relationships. Learn a variety of travels, gestures, turns, jumps and balances with good composure and control	part of body to another. Use actions on floor and over, through, across and along apparatus. Vary and apply actions on floor and apparatus. Copy a partner's sequence on floor and apparatus. Use equipment/ apparatus correctly and safely	Look when travelling and what happens after they have passed ball. Play games that involve keeping possession and scoring in targets. 3vs 1 and 4vs 1 games. Know which passes are best, tactics to keep possession. Find space to receive and support. Know what to think about when team has and hasn't got the ball. How to organise themselves differently to play each of the games successfully. Understand patterns of play- if ball is in a certain position where should players be. Differentiate pitch size depending on year group (football, basketball, hockey, netball, rugby)	Children will be taught how to use their bodies to: □ Sprint 50m within 17-14secs develop to 13-10secs □ Jump for height 2024cm □ Jump for distance 90 - 119cm □ Leap hurdles 60m within 25–18 secs develop to 17-14 secs □ Overarm throw 2029m □ Chest push 34-6m □ Run for longer distance 400m 3:30-2:31 develop to 2:30-2:01 Participate in Sports day		Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	heart, breathing and temperature during different types of athletic activity. Explain the importance of having a healthy lifestyle Start to name muscles that they are stretching	Start to self-evaluate their own performance and how they can improve	Begin to perform safe self-rescue in different water based situations
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Year 4	Explore and create characters and narratives in response to a range of stimuli. Compose short dances with clear start, middle and end on their own,	Devise, perform and repeat sequences that include travel, body shapes and balances. Help them change sequences. Include changes of dynamics.	Play 3vs1 and 4vs1 and how to use the space and help each other. Score more regularly without making mistakes. Choose and adapt their techniques to keep	Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance.	Throw and catch a balls at different speeds, directions and heights. Choose and use a range of simple tactics and strategies.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve.	Learn some of the main muscles groups during warm up and cool down. Start to take their pulse before, during and after exercise and explain the effect.	Observe and describe performances with increasing and say why it is aesthetically pleasing Begin to comment on tactics and techniques to	Swim competently, confidently and proficiently over a distance of at least 25 meters Use a range of strokes effectively and efficiently e.g. front crawl, back

	partners and in groups. Developing basic actions and skills using: dynamics, space and relationships, travels, gestures, turns, jumps and balances with good composure and control. Can remember and perform a longer dance routine to others (8-20steps)	Work with a partner and small groups to create sequences. Adapt their sequences to include apparatus and to suit partner or small group. Compare and contrast similar performances. Continue to develop strength, technique and flexibility throughout performances Use equipment/ apparatus correctly and safely	possession and give their team chance to shoot. Plan ideas and tactics similar across invasion games. Know what rules are needed to make games fair. Understand simple patterns of play. S&A Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. Differentiate pitch size depending on year group (football, basketball, hockey, netball, rugby)	Children will be taught how to use their bodies to: □ Sprint 50m within 13-10secs develop to under 10secs □ Jump for height 2529cm □ Jump for distance120-149cm □ Leap hurdles 60m within 17-14 secs develop to under 14secs □ Overarm throw 2029m develop to 3034m □ Chest push 4-6m develop to 6-8m □ Run for longer distance 400m 2:30-2:01 develop to under 2mins Participate in Sports day	Keep, adapt and make rules for striking and fielding games. (rounders, cricket)	Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Know a warm routine involving dynamic stretches , led by an adult or child.	improve performance Start to self-evaluate their own performance and how they can improve	stroke, breast stroke Perform safe self-rescue in different water based situations
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Year 5	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Explore and experiment imaginatively with a stimulus for a given audience.	Explore range of symmetric and asymmetric actions, shapes and balances. Control actions and combine them fluently. Be aware of extension, body tension and control.	Show ways to keep ball away from defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways.	Choose their favourite ways of running, jumping and throwing. Choose the best equipment for different activities. Knowhow to plan a run so they pace themselves evenly or unevenly.	Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g. throwing, catching and striking a ball accurately to a static and moving partner at different distances	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge.	Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. Can start to lead their own warm up using dynamic stretches in small groups, know what muscles to warm up	Watch a performance and evaluate its success. Identify what was performed well and what needs improving. Choose a focus for improvement. Identify one or two aspects of their	

	Composing more complex routines with clear sections, starting to use unison, canon, repetition. Changing the dynamics, space and relationships. Can remember and perform a dance routine to any audience with 20+ steps.	Move from floor to apparatus, change levels and move safely. Combine movements with other in a group (matching and mirroring). Use equipment/ apparatus correctly and safely	Mark an opponent. Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving. Explain how confident they feel in different positions. Suggest what they need to practice to enjoy game more. Differentiate pitch size depending on year group (football, basketball, hockey, netball, rugby)	Plan to cover distances as a team to get the best results possible. Mark a run up for jumping and throwing. Set themselves and others targets in different events. S&A Watch a partners athletic performance and identify the main strengths. Identify parts of the performance that need to be practised and refined, and suggest improvements. Children will be taught how to use their bodies to: ☐ Sprint 75m within 20-16develop to 15-12secs ☐ Jump for height 3034cm - Jump for distance150-179cm ☐ Leap hurdles 60m within 25-18 secs develop to 1714secs ☐ Overarm throw 3034m develop to 35+m ☐ Chest push 6-8m develop to 8+ ☐ Run for longer distance 600m 5:00-3:31 develop to 3:30-2:31 Participate in Sports day	(rounders, cricket)	Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	effectively for different exercises. Understand why exercise is good for their fitness, health and wellbeing	performance to practice and improve. Make suggestions on how to improve their own work, commenting on similarities and differences	
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Year 6	Explore, improvise and combine movement ideas fluently and effectively. Understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work. Composing more complex routines with clear sections, using unison, canon, repetition. Changing the dynamics, space and relationships Can remember and perform a dance routine to any audience with 20+ steps.	Make up a sequence and adapt it to different apparatus layouts. Use combinations of dynamics (pathways) to use space effectively. Make up own rule for longer, more complex sequences. Plan a sequence and adapt it to limited equipment. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) Know how gymnastics promotes strength, power and suppleness. Set out and do risk assessments on apparatus Use equipment/ apparatus correctly and safely	Understand that when team has ball they are attacking and when they haven't they are defending. Understand different ways of attacking and encourage them to use positions for their team carefully. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in attack and defence. Understand how to get ready for games. Differentiate pitch size depending on year group (football, basketball, hockey, netball, rugby)	Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take-off and landing. Say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity. Children will be taught how to use their bodies to: □ Sprint 75m within 20-16develop to 15-12secs Participate in Sports day	Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. S&A Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. Start to develop different bowling techniques that play to their advantage, especially in rounders e.g. donkey drop or a spin	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Know some ideas for warm up exercises and routines. Know what makes a good warm up. Know what clothing and footwear is best to wear. Know how to check playing area. Know how playing invasion games helps your fitness and benefits of playing outside of school. Can take pulse, and name some muscles correctly, and they can explain the effects of exercise on their body. Value of exercise outside of school day. Understand why exercise is good	Watch a performance and evaluate its success. Identify what was performed well and what needs improving. Choose a focus for improvement. Identify one or two aspects of their performance to practice and improve. Make suggestions on how to improve their own work, commenting on similarities and differences	
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