

## PE Progression

Strand	End of Year R Expectations	End of Year 1 Expectations	End of Year 2 Expectations	End of Year 3 Expectations	End of Year 4 Expectations	End of Year 5 Expectations	End of Year 6 Expectations
<b>Team Games</b>	Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.	Negotiate space when racing and chasing other children, adjusting speed or changing direction to avoid obstacles.	Pass a ball, bean bag or Tag in a team game, working collaboratively.	Create their own games, adapting rules and displaying knowledge of warm up and cool downs.	Follow rules to play more challenging games. Such as rounders, hockey, netball, etc.	Explain, evaluate and develop ideas and plan for a game that includes a scoring system.	Use and adapt tactics, choosing the most effective one in different situations.
<b>Striking &amp; Fielding</b>	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Shows increasing control in pushing, patting, throwing, catching or kicking and stopping a ball.	Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket.	Keep control of ball-based equipment (e.g. a hockey stick) Working effectively as part of a team.	Throw, catch, strike and field a ball with control and accuracy.	Use different techniques and skills to pass, dribble, travel and shoot in ball games.	Select and perform combinations of striking and fielding skills with confidence, accuracy and consistency.
<b>Dance</b>	They represent their own ideas, thoughts and feelings through dance. Children make music and dance, and experiment with ways of changing them.	Create simple movement patterns, showing awareness of rhythm.	Perform movements to express ideas, emotions or feelings and repeat dance phrases.	Compare, develop and adapt movement and motifs to create movement patterns.	Improvise and move with precision, control and fluency in response to a range of stimuli.	Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.	Move in time to music, creating movements that express the meaning and mood of the piece.
<b>Athletics</b>	N/A	Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.	Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet.	Demonstrate a range of throwing techniques using accuracy and power and perform a range of jumps, sometimes with run ups.	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.	Explain how power and stamina is developed and how this improves performance.	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
<b>Gymnastics</b>	Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment	Show control and co-ordination when moving or standing still. Perform basic sequences using space safely and recognising simple technical words (e.g. roll, travel and balance).	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move.	Vary height and speed in a sequence of gymnastic movements.	Combine movements, actions and balances, individually or collaboratively, to create a fluid routine.	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength.	Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence.
<b>OAA</b>	Become familiar with the outdoor spaces	Follow a simple route around the school grounds or a given outdoor space.	Move over, under and through spaces and obstacles outdoors.	Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.	Respond positively to increased challenges and other team members, showing ability to listen to feedback.	Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role.	Lead groups in problem solving, analysing their own effectiveness as a team leader.
<b>Swimming</b>	N/A			Push and glide with arms extended front and back	Travel 10 metres unaided with their feet off the floor	Swim 10 metres unaided	Swim competently, confidently and proficiently over a distance of <b>at least</b> 25 metres