



PE Progression document

EYFS - KS2




PE Curriculum Progression


PE: Areas of the Curriculum

Gymnastics	<p>KS1 Master basic movements which develop balance, agility and coordination and begin to apply these in a range of activities</p> <p>KS2: Develop flexibility, strength, technique, control and balance</p>
Dance	<p>KS1 : Perform dance using simple movement patterns</p> <p>KS2 : To perform dances using a range of movement patterns</p>
Games	<p>KS1: Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>KS2: Use running, jumping, throwing and catching in isolation and in combination.</p> <p>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.</p> <p>To develop strength, technique, control and balance</p>
Athletics	<p>KS2: To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To develop strength, technique, control and balance</p>
Outdoor and Adventurous Activities	<p>KS2: To take part in outdoor and adventurous activity challenges, both individually and within a team</p>


PE Curriculum Progression

EYFS		
LEARNING PROGRESSION 		
Gymnastics	I can go up steps and stairs, or climb up apparatus, using alternate feet.	I can revise and refine the fundamental movement skills I have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing
	I can develop my movement and balancing	I can develop overall body-strength, balance and coordination
	I can use large-muscle movements	I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
	I can choose the right resources to carry out my own plan.	
	I can match my developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	I can know and talk about the different factors that support their overall health and wellbeing:


PE Curriculum Progression

KS1		
		
Gymnastics	I can explore gymnastic actions (travel, take weight on hands, rock and roll and climb) and still shapes.	I can remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision
	I can move confidently and safely in my own and general space, using changes of speed, level and direction	
	I can copy or create and link movement phrases with beginnings, middles and ends	I can form simple sequences using the floor and apparatus using my imagination
	I can perform movement phrases using a range of body actions and body parts	I can choose, use and vary simple compositional ideas (levels, speed, direction, body parts and pathways) in the sequences I create and perform
	I know how to carry and place apparatus	I can lift, move and place equipment safely
	I can recognise how my body feels when still and when exercising.	I can recognise and describe what my bodies feel like during different types of activity
	I can watch, copy and describe what I and others have done	I can improve my work using information I have gained by watching, listening and investigating


PE Curriculum Progression

KS2		
		
Gymnastics	I can consolidate and improve the quality of my actions (rolls, jumps and travel) body shapes and balance.	I can develop a range of actions (rolls, jumps and travel), body shapes and balances and include in a performance.
	I can use actions, body shape and balance to link phrases of movement.	I can create longer gymnastic sequences that meet a theme or set of conditions.
	I can select appropriate actions and use simple compositional ideas (level, speed and direction)	I can use compositional devices (speed, direction and levels) when creating a sequence.
	I can understand the importance of suppleness and strength when performing skills and actions	I can perform skills and actions consistently and accurately.
	I can recognise and identify the short term effects on my body after exercise	I can describe how my body reacts when performing and how this can affect me.
	I can describe and evaluate the effectiveness and quality of a performance	I can describe my and own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved
	I can recognise how my own performance has improved	


PE Curriculum Progression

EYFS		
		
Dance	I can skip, hop, stand on one leg and hold a pose for a game like musical statues.	I can use their core muscle strength to achieve a good posture when sitting on the floor.
		I can return to and build on their previous learning, refining ideas and developing their ability to represent them
	I can continue to develop my movement and balancing	I can progress towards a more fluent style of moving, with developing control and grace.
	I am increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.	I can combine different movements with ease and fluency.
		I can listen attentively, move to and talk about music, expressing their feelings and responses.
		I can explore and engage in music making and dance, performing solo or in groups.
	I can be increasingly independent in meeting my own care needs and how to keep my body healthy	I can create collaboratively, sharing ideas, resources and skills.
		I can watch and talk about dance and performance art, expressing their feelings and responses


PE Curriculum Progression

KS1		
		
Dance	I can explore movement ideas (travel, jump, turn, gesture, stillness) and respond imaginatively to a range of stimuli.	I can explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance
	I can move confidently and safely in my own and general space, using changes of speed, level and direction	
	I can compose and link movement phrases to make simple dances with clear beginnings, middles and ends	I can compose and perform dance phrases that express and communicate moods, ideas and feelings
	I can perform movement phrases using a range of body actions and body parts	I can choose and varying simple compositional ideas (directions, levels, speed and tension to interpret the mood and ideas)
	I can recognise how my body feels when still and when exercising	I can understand the importance of warming up and cooling down
	I can talk about dance ideas inspired by different stimuli	I can recognise and describe how different dance activities make them feel
	I can copy, watch, and describe dance movement	I can watch and describe dance phrases and use what I have learnt to improve my own work


PE Curriculum Progression

KS2		
		
Dance	I can improvise freely on their own and with a partner, translating ideas from a stimulus into movement	I can explore and create characters and narratives in response to a range of stimuli
	I can create and link dance phrases using a simple dance structure or motif (speed and levels)	I can use simple choreographic principles (canon, unison, repetition, and changes of direction, level, speed and pathway) to create motifs and narrative
	I can perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups	I can perform more complex dance phrases and dances that communicate character and narrative
	I can keep up an activity over a period of time and know they need to warm up and cool down for dance	I can know and describe what you need to do to warm up and cool down for dance
	I can describe and evaluate some of the compositional features of dances performed with a partner and in a group (cannon, unison)	I can describe, interpret and evaluate their own and others' dances, taking account of character and narrative


PE Curriculum Progression

EYFS		
LEARNING PROGRESSION 		
Games	I can select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.	<p>I can develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines</p> <p>I can move energetically, such as running, jumping, hopping, skipping and climbing</p>
	I can show a preference for a dominant hand	I can demonstrate strength, balance and coordination when playing
	I can increasingly follow rules understanding why they are important.	I can negotiate space and obstacles safely, with consideration for themselves and others
	I do not always need an adult to remind them of a rule	I can confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
	I can continue to develop my ball skills	I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
	I can start taking part in some group activities which they make up for themselves, or in teams.	I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
	I can make healthy choices about food, drink, activity and tooth brushing.	


PE Curriculum Progression

KS1	
LEARNING PROGRESSION 	
Games	I can be confident and safe in the spaces used to play games
	I can improve the way I coordinate and control my bodies with a range of equipment
	I can explore and use skills, actions and ideas individually and in combination to suit the game they are playing
	I can remember, repeat and link combinations of skills
	I can choose and use skills effectively for particular games
	I can choose, use and vary simple tactics
	I know that being active is good for me and fun
	I can recognise and describe what my body feels like during different types of activity
	I can watch, copy and describe what others are doing
	I can recognise good quality in performance and can use this information to improve my work
	I can describe what I am doing


PE Curriculum Progression

KS2	
	
Games : Invasion Games	I can consolidate and improve the quality of my techniques and my ability to link movements
	I can develop the range and consistency of their skills
	I can devise and use rules
	I can improve my ability to choose and use simple tactics and strategies
	I can use and adapt tactics in different situations
	I know and can describe the short term effects different exercise activities has on your body
	I can recognise which activities help my speed, strength and stamina
	I know how to improve my stamina
	I can recognise when speed, strength and stamina are important in games
	I can describe and evaluate the effectiveness and quality of performance
	I can explain my ideas and plan
	I can use what I have learnt to improve my work
	I can recognise aspects of my work that need improving


PE Curriculum Progression

KS2	
LEARNING PROGRESSION 	
Games : Striking and Fielding	I can to consolidate and develop the range and consistency of their skills in striking and fielding games
	I can begin to choose and use a range of simple tactics and strategies
	I can begin to keep, adapt and make rules for striking and fielding games
	I can begin to understand the importance of warming up and the effect exercise has on my body
	I can recognise good performances
	I can to consolidate and develop the range and consistency of their skills in striking and fielding games
	I can choose and use a range of simple tactics and strategies
	I can keep, adapt and make rules for striking and fielding games
	I can understand the importance of warming up and the effect exercise has on my body
	I can recognise good performance and identify the parts of a performance that need improving

PE Curriculum Progression

KS2	
LEARNING PROGRESSION 	
Athletics	I can remember, repeat and link combinations of actions.
	I can consolidate and improve the quality, range and consistency of the techniques I use for particular activities.
	I can use my body and a variety of equipment with greater control and coordination
	I can choose skills and equipment to help me to meet the challenges I am set
	I can develop the ability to choose and use simple tactics and strategies in different situations
	I can explain how I have performed against the challenge I have been set
	I know, measure and can describe the short-term effects of exercise on the body and how the body reacts to different types of activity
	I can recognise and describe what my body feels like during different types of activity
	I can watch, copy and describe what I and others have done
	I can describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving

PE Curriculum Progression

KS2	
LEARNING PROGRESSION 	
Outdoor and Adventurous Activities	I can recognise my own space
	I can recognise my school on a simple plan/ diagram
	I can explore and find different places
	I can use a plan or diagram to find different places
	I follow simple route and trails
	I follow simple route and trails, orienteering myself successfully
	I can solve simple challenges and problems successfully
	I can solve simple challenges and problems successfully on my own and with a group
	I can recognise how my body feels during exercise
	I can recognise how my body feels during exercise and explain why
	I can observe what I have done and use my observations to improve my performance
	I can observe what I and others have done and use my observations to improve my and others performances