



PE Progression document EYFS - KS2




PE Curriculum Progression


PE: Areas of the Curriculum

<p>Gymnastics</p>	<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>
<p>Dance</p>	<p>KS1 : Perform dance using simple movement patterns</p> <p>KS2 : To perform dances using a range of movement patterns</p>
<p>Games</p>	<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>
<p>Athletics</p>	<p>KS2: To use running, jumping, throwing and catching in isolation and in combination.</p> <p>To develop strength, technique, control and balance</p>
<p>Outdoor and Adventurous Activities</p>	<p>KS2: To take part in outdoor and adventurous activity challenges, both individually and within a team</p>


PE Curriculum Progression

EYFS		
 <p>LEARNING PROGRESSION</p>		
Gymnastics	<p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>I can revise and refine the fundamental movement skills I have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing</p>
	<p>I can develop my movement and balancing</p>	<p>I can develop overall body-strength, balance and coordination</p>
	<p>I can use large-muscle movements</p>	<p>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</p>
	<p>I can choose the right resources to carry out my own plan.</p>	
	<p>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.</p>	<p>I can know and talk about the different factors that support their overall health and wellbeing:</p>

PE Curriculum Progression

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


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


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KS1	
	
Dance	I can explore movement ideas (travel, jump, turn, gesture, stillness) and respond imaginatively to a range of stimuli.
	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 perform movement phrases using a range of body actions and body parts
	I can recognise how my body feels when still and when exercising
	I can talk about dance ideas inspired by different stimuli
	I can copy, watch, and describe dance movement
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 compose and perform dance phrases that express and communicate moods, ideas and feelings	
I can choose and varying simple compositional ideas (directions, levels, speed and tension to interpret the mood and ideas)	
I can understand the importance of warming up and cooling down	
I can recognise and describe how different dance activities make them feel	
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


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EYFS		
		
Games	<p>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>	<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>
	<p>I can show a preference for a dominant hand</p>	<p>I can demonstrate strength, balance and coordination when playing</p>
	<p>I can increasingly follow rules understanding why they are important.</p>	<p>I can negotiate space and obstacles safely, with consideration for themselves and others</p>
	<p>I do not always need an adult to remind them of a rule</p>	<p>I can confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p>
	<p>I can continue to develop my ball skills</p>	<p>I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>
	<p>I can start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>
	<p>I can make healthy choices about food, drink, activity and tooth brushing.</p>	


PE Curriculum Progression

KS1		
		
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 to 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		
 <p>LEARNING PROGRESSION</p>		
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	


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KS2		
		
Games : Striking and Fielding	I can to consolidate and develop the range and consistency of their skills in striking and fielding games	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 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 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 understand the importance of warming up and the effect exercise has on my body
	I can recognise good performances	I can recognise good performance and identify the parts of a performance that need improving

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

PE Curriculum Progression

KS2		
 <p>LEARNING PROGRESSION</p>		
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