

PE – Key Stage 1

Progressive statements

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.

Statutory requirements	Games / Athletics	Dance	Gymnastics	Outdoor and adventurous activities
EY/R	<ul style="list-style-type: none"> • To dress & undress themselves for the activity • Explore different ways of using a ball. • Explore ways to send a ball or other equipment. 	<ul style="list-style-type: none"> • Learn basic movements relating to feelings. • Show that they have a clear starting and finishing position. • Respond to different music showing a range of emotions. • Perform dance movements and simple routines using simple movement patterns 	<ul style="list-style-type: none"> • Respond to instructions and commands. • Move between mats and small apparatus and change the speed of movement. • Learn a variety of basic gym actions. • Be still in different body shapes and balances and combine different ways of travelling. • Handle apparatus safely. 	<ul style="list-style-type: none"> • Respond to instructions • Be aware of appropriate clothing • Be aware of safe actions • To work with others to achieve a goal

	<ul style="list-style-type: none"> Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Practise skills to make them warmer. Explain why they enjoy playing games and physical activities. Talk about what our bodies do during exercise e.g. breathing Participate in team games. Develop simple attacking and defending techniques. Pass and receive a ball in different ways with increased control 		<ul style="list-style-type: none"> Recognise how it feels when the body is tense. Discuss how the body changes during exercise. Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction 	
Year 1	<ul style="list-style-type: none"> I show control when rolling a ball I can hit a ball with control, using appropriate equipment (<i>tennis</i>). I can run with control (<i>athletics</i>). I can jump with control (<i>athletics</i>). I can catch a ball / moving object. I can kick with control (<i>football, kickball</i>). 	<ul style="list-style-type: none"> I can move with control and co-ordination. I can link two or more actions in a sequence. 	<ul style="list-style-type: none"> I can move with some control and awareness of space. I can link two or more actions to make a sequence. I can show contrasts (eg: small / tall, straight / curved, wide / narrow). I can climb safely on low level equipment. I can stretch and curl to develop flexibility. I can jump in a variety of ways and land with some control and balance. 	<ul style="list-style-type: none"> To assist others if required To work within a team To respect others
Year 2	<ul style="list-style-type: none"> I understand the terms 'opponent' and 'team 	<ul style="list-style-type: none"> I can copy and remember moves and positions. 	<ul style="list-style-type: none"> I can copy and remember actions. I can travel by rolling forwards, backwards 	<ul style="list-style-type: none">

	<p>mate' (<i>football, hockey, volleyball</i>).</p> <ul style="list-style-type: none"> • I can develop basic tactics for small team games (<i>football, hockey, volleyball</i>). • I can lead others in small game situations (<i>football, hockey</i>). • I can set myself targets to improve my performance (<i>athletics</i>). 	<ul style="list-style-type: none"> • I can choose appropriate movements to communicate mood / feelings / ideas. 	<p>and sideways.</p> <ul style="list-style-type: none"> • I can hold a position whilst balancing on different points of my body. • I can climb safely on large equipment. • I can stretch and curl to develop increasing flexibility. • I can jump in a variety of ways and land with increasing control and balance. 	
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PE – Key Stage 2

Progressive statements

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.

Statutory requirements	Games / Athletics	Dance	Gymnastics	Athletics	Swimming	Outdoor and adventurous activities
	<p>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>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Use running, jumping and throwing in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>

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	Games	Dance	Gymnastics	Athletics	Swimming	Outdoor and adventurous activities
Year 3	<ul style="list-style-type: none"> I can throw and catch various objects / balls with control and accuracy (<i>netball, basketball, cricket</i>). I follow rules of games and play fairly (<i>tag rugby, netball, basketball</i>). I can maintain possession of a ball (e.g. feet, hockey stick, hands) (<i>basketball</i>). I can pass to teammates when appropriate (<i>volleyball, tag rugby</i>). 	<ul style="list-style-type: none"> I can refine movements into sequences. I can change speed and level within a performance. I can develop suppleness through stretching. 	<ul style="list-style-type: none"> I can refine movements into sequences. I can show changes of direction, speed and level during a performance. I can swing and hang from equipment safely using hands. 	<ul style="list-style-type: none"> I can sprint over a short distance up to 60m. I can use a range of throwing techniques (underarm / overarm) (<i>cricket, athletics</i>). I can compete with others. I can improve personal best performances. 	<ul style="list-style-type: none"> I can swim unaided up to 25 metres. I can use one basic stroke. I can control leg and arm movements. I am aware of self-rescue techniques 	<ul style="list-style-type: none"> To minimise risk To be aware of my surroundings. To be aware of compass directions including N, S, E & W. To use natural material for constructive play To work within a team

	Games	Dance	Gymnastics	Athletics	Swimming	Outdoor and adventurous activities
Year 4	<ul style="list-style-type: none"> I can strike a ball and field with control (<i>cricket, rounders</i>). I can choose appropriate tactics to cause problems for the opposition (<i>basketball, hockey</i>). I am an effective team member (<i>tag rugby, hockey, basketball</i>). I can lead a team effectively (<i>tag rugby, hockey, basketball</i>). 	<ul style="list-style-type: none"> I can plan, perform and repeat sequences. I can move in a clear, fluent and expressive manner. I can create dances and movements that convey a clear idea. I can develop physical strength by practicing moves. 	<ul style="list-style-type: none"> I can plan, perform and repeat sequences. I can move in a clear, fluent and expressive manner. I can travel in a variety of ways (e.g. flight by transferring weight to generate power in movement). I understand centre and gravity and can use this to create interesting body shapes. 	<ul style="list-style-type: none"> I can run over a longer distance, conserving energy to sustain performance. I can throw with accuracy to hit a target or cover a distance (<i>rounders, cricket, athletics</i>). I can jump in a number of ways, using a run up if appropriate. I can compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> I can swim between over 25m unaided. I can use more than one stroke and co-ordinate breathing. I can perform self-rescue techniques. 	<ul style="list-style-type: none"> I can arrive properly equipped for an OAA. I understand the need to manage risks. I can support others. I can seek support when I need it. I can orientate a map. I can lead a team. I am an effective team member. I show resilience when plans do not work. I use my initiative to try new ways of working. I can use a compass and digital devices to orientate myself. I remain aware of changing conditions and change plans if necessary.

	Games	Dance	Gymnastics	Athletics	Swimming	Outdoor and adventurous activities
Year 5	<ul style="list-style-type: none"> I can choose and combine techniques in games (e.g. running, throwing, catching, passing, jumping and kicking) (<i>tag rugby, football, basketball</i>). I can work alone or with team mates in order to gain points or possession (<i>basketball, football</i>). I can strike a bowled or volleyed ball with some accuracy (<i>tennis, cricket, rounders, football</i>). I can choose appropriate tactics for a game (<i>football, basketball</i>). I uphold the spirit of fair play and respect in all competitive situations 	<ul style="list-style-type: none"> I can compose creative and imaginative dance sequences. I can express an idea in original and imaginative ways. 	<ul style="list-style-type: none"> I can create complex and well executed sequences that include a range of movements: <ul style="list-style-type: none"> travelling balances swinging bending stretching twisting gestures linking shapes I can link sequences of movements effectively. I can practice and refine gymnastic techniques. I demonstrate good kinaesthetic awareness. 	<ul style="list-style-type: none"> I can combine sprinting with low hurdles over 60m. I can throw accurately and refine performance by analysing technique and body shape (<i>cricket, rounders, and athletics</i>). I can compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> I can use breaststroke, front crawl and backstroke, ensuring that breathing is correct. 	Year 4s outdoor adventurous activities could be done in Year 5 depending on the residential trips. 'Forest Schools' has been introduced as part of the outdoor learning.

	<i>(football, tag rugby).</i>					
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	Games	Dance	Gymnastics	Athletics	Swimming	Outdoor and adventurous activities
Year 6	<ul style="list-style-type: none"> I can strike a bowled or volleyed ball with increasing accuracy (<i>cricket, rounders</i>). I can use forehand and backhand strokes in racket games (<i>tennis, badminton</i>). I can field, defend and attack tactically by anticipating the direction of play. (<i>football, tag rugby</i>). I can lead others when called upon (<i>football, tag rugby</i>). I am a good role model to other (<i>football, tag rugby</i>). 	<ul style="list-style-type: none"> I can perform expressively and hold a precise and strong body posture. I can create and perform complex sequences. I can perform with high energy, slow grace or other themes and maintain this throughout a performance. I can perform complex moves that combine strength and stamina gained through gymnastics, (e.g. cartwheels and handstands). 	<ul style="list-style-type: none"> I can create complex and well executed sequences that include a range of movements: <ul style="list-style-type: none"> - springing - flight - vaults - inversions - rotations - hold shapes that are strong, fluent and expressive. I can vary speed, direction, level and body rotation during floor performances. I can practice and refine the gymnastic techniques listed above. I can use equipment to vault and to swing, remaining upright. 	<ul style="list-style-type: none"> I can choose the best place for running over a variety of distances. I show control in take-off and landing when jumping. I compete with others and keep track of personal best performances, setting challenging targets for improvement. 		<ul style="list-style-type: none"> I can select appropriate equipment for OAA. I can identify possible risks and think of ways to manage them. I ask for and listen to expert advice. I embrace leadership and team roles. I can gain the commitment and respect of my team. I remain positive even in the most challenging of circumstance. I show empathy towards others and offer support without being asked. I seek support from the team and experts if in any doubt. I can use a range of devices in order to orientate myself. I quickly assess changing conditions and adapt plans to ensure safety comes first.

Pupils exceeding Key Stage 2 expectations

	Physical education opportunities	Developing practical skills	Being physically active	Competing
	<ul style="list-style-type: none"> • I play competitive sports such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis and rugby, athletics and gymnastics. • I can perform dances using advanced movement patterns. • I take part in outdoor and adventurous activities which present mental and physical challenges and be encouraged to work in a team. 	<ul style="list-style-type: none"> • I can develop techniques and improve performances. • I can compare performances with previous ones to achieve a personal best. • I am becoming more competent, confident and expert in techniques. • I understand what makes a performance effective and apply these principles to own and others' work. 	<ul style="list-style-type: none"> • I take part in competitive sports and activities outside school through community links or sports clubs. • I have developed the confidence and interest to get involved in exercise and sports and activities out of school and in later life. 	<ul style="list-style-type: none"> • I can use a range of tactics and strategies to overcome opponents in face-to-face competition through team and individual games.