

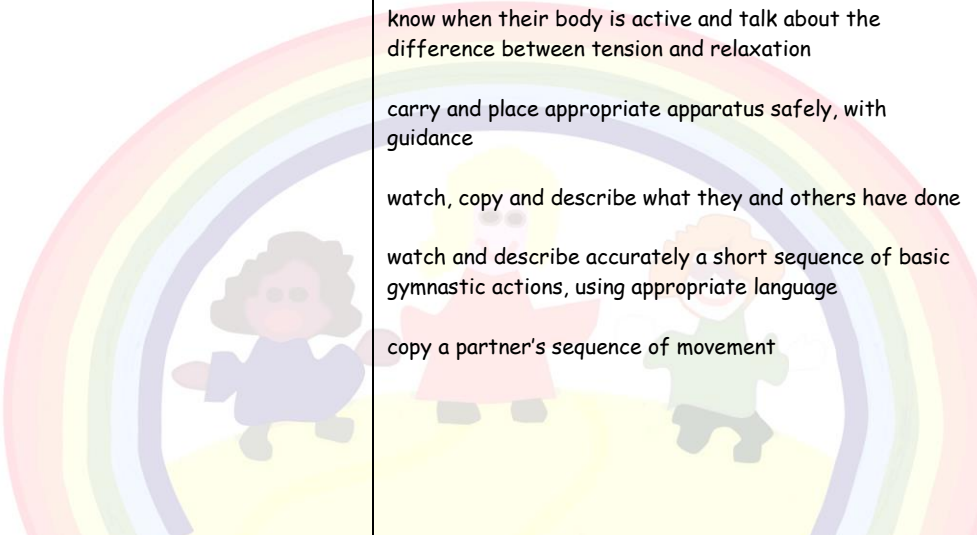
P.E. PROGRESSION AT JOHN WHEELDON PRIMARY ACADEMY

EYFS / KS1

SKILLS	EYFS	YEAR 1	YEAR 2
End points			
DANCE	<p>move in time with music.</p> <p>sequence two/three moves to music.</p> <p>copy moves that they see.</p> <p>work in a space of their own.</p>	<p>explore movement ideas and respond imaginatively to a range of stimuli</p> <p>move confidently and safely in their own and general space, using changes of speed, level and direction</p> <p>respond to different stimuli with a range of actions</p> <p>copy and explore basic body actions demonstrated by the teacher</p> <p>copy simple movement patterns from each other and explore the movement</p> <p>compose and link movement phrases to make simple dances with clear beginnings, middles and ends</p> <p>perform movement phrases using a range of body actions and body parts</p> <p>choose movements to make into their own phrases with beginnings, middles and ends</p> <p>practise and repeat their movement phrases and perform them in a controlled way</p> <p>talk about dance ideas inspired by different stimuli</p> <p>copy, watch, and describe dance movement</p> <p>use simple dance vocabulary to describe</p>	<p>explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance</p> <p>talk about different stimuli as the starting point for creating dance phrases and short dances</p> <p>explore actions in response to stimuli</p> <p>explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p> <p>compose and perform dance phrases and short dances that express & communicate moods, ideas & feelings, choosing & vary simple compositional ideas</p> <p>choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities</p> <p>remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness</p> <p>perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings</p> <p>show some sensitivity to the accompaniment recognise and describe how different dance activities make them feel</p>

		<p>movement</p> <p>talk about dance, linking movement to moods, ideas and feelings</p>	<p>know how their bodies feel after dance activities</p> <p>know that they need to warm up and cool down for dance</p> <p>watch and describe dance phrases and dances, and use what they learn to improve their own work</p> <p>describe dance phrases and expressive qualities say what they like and dislike, giving reasons</p> <p>show an understanding of mood and describe how a dance makes them feel</p>
End points			
<p>GAMES</p>	<p>work as part of a team.</p> <p>Understand the importance of and being able to negotiate space safely when taking part.</p> <p>Kick/throw/catch a large ball.</p> <p>be able to run</p>	<p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball, kicking and receiving.</p> <p>Move fluently, changing direction and speed easily and avoiding collisions.</p> <p>track balls and move in line to collect them; throw, kick and hit with emerging accuracy;</p> <p>Participate in a range of playground games, both as the leader and player;</p> <p>think how to change games to make them harder and easier;</p> <p>move confidently in a range of ways, avoiding obstacles;</p> <p>Begin to use the terms attacking and defending.</p> <p>begin to think where to stand to make it difficult for their opponent</p> <p>Use simple defensive skills such as marking a player or defending a space.</p>	<p>Run with co-ordination and speed showing a good awareness of others in running, chasing and avoiding games</p> <p>move fluently; control their bodies and limbs well</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>track, intercept, stop and catch balls and beanbags consistently;</p> <p>Direct a range of playground games for their peers;</p> <p>make early decisions in games to try to outwit their opponent;</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Make simple decisions about when and where to run. Understand the importance of rules in games.</p> <p>understand and describe changes to their heart rate when playing different games</p>

		<p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Follow simple rules to play games, including team games. describe what it feels like when they breathe faster during exercise</p> <p>explain why running and playing games is good for them to watch, copy and describe what others are doing</p> <p>describe what they are doing</p> <p>describe simple tactics and skills they can use in games.</p>	<p>begin to anticipate what they will feel like after playing games</p> <p>watch and describe performances accurately recognise what is successful</p> <p>copy actions and ideas, and use the information they collect to improve their skills</p>
End points			
<p>GYM</p>	<p>travel in different ways and in different directions - over, under, around, through etc.</p> <p>jump with both feet leaving the floor at the same time</p> <p>hop on one leg without falling over</p> <p>roll in different ways</p>	<p>explore gymnastic actions and still shapes</p> <p>move confidently and safely in their own and general space, using changes of speed, level and direction</p> <p>perform basic gymnastic actions, including rolling, travelling, jumping and climbing, and stay still when required</p> <p>manage the space safely, showing good awareness of each other, mats & apparatus</p> <p>copy or create and link movement phrases with beginnings, middles and ends</p> <p>perform movement phrases using a range of body actions and body parts</p> <p>make up and perform simple movement phrases in response to simple tasks</p> <p>link and repeat basic gymnastic actions</p> <p>perform movement phrases with control and accuracy</p>	<p>remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</p> <p>perform a range of actions with control and coordination</p> <p>repeat accurately sequences of gymnastic actions move smoothly from a position of stillness to a travelling movement</p> <p>move smoothly and in a controlled way from one position of stillness to another</p> <p>choose, use and vary simple compositional ideas in the sequences they create and perform</p> <p>devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</p> <p>adapt the sequence to include apparatus or a partner</p> <p>use varied combinations of floor, mats and apparatus, showing control, accuracy and fluency</p>

		<p>know how to carry and place apparatus</p> <p>know when their body is active and talk about the difference between tension and relaxation</p> <p>carry and place appropriate apparatus safely, with guidance</p> <p>watch, copy and describe what they and others have done</p> <p>watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language</p> <p>copy a partner's sequence of movement</p>	<p>recognise and describe what their bodies feel like during different types of activity</p> <p>say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool</p> <p>lift, move and place equipment safely recognise and avoid risks when handling and placing apparatus</p> <p>improve their work using information they have gained by watching, listening and investigating</p> <p>describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control</p> <p>choose one aspect of their sequence to improve, and say how to improve it</p>
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KS2

SKILLS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
End points				
DANCE	<p>improvise freely on their own and with a partner, translating ideas from a stimulus into movement</p> <p>show an imaginative response to different stimuli through their use of language and choice of movement incorporate different qualities and dynamics into their movement</p> <p>explore and develop new actions while working with a partner or a small group</p> <p>create and link dance phrases using a simple dance structure or motif</p> <p>perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</p> <p>link actions to make dance phrases, working with a partner and in a small group</p> <p>perform short dances with expression, showing an awareness of others when moving</p> <p>describe what makes a good dance phrase</p>	<p>explore and create characters and narratives in response to a range of stimuli</p> <p>think about character and narrative ideas created by the stimulus, and respond through movement</p> <p>experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group</p> <p>use simple choreographic principles to create motifs and narrative</p> <p>perform more complex dance phrases and dances that communicate character and narrative</p> <p>use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer</p> <p>remember, practise and combine longer, more complex dance phrases</p> <p>communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others</p>	<p>explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</p> <p>explore, improvise and choose appropriate material to create new motifs in a chosen dance style</p> <p>perform specific skills and movement patterns for different dance styles with accuracy</p> <p>compose dances by using, adapting and developing steps, formations and patterning from different dance styles</p> <p>perform dances expressively, using a range of performance skills</p> <p>compose, develop and adapt motifs to make dance phrases and use these in longer dances</p> <p>organise their own warm-up and cool-down activities to suit the dance</p> <p>use exercises that stretch and tone their bodies and help them prepare for their dance</p>	<p>explore, improvise and combine movement ideas fluently and effectively respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</p> <p>explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship</p> <p>create and structure motifs, phrases, sections and whole dances</p> <p>begin to use basic compositional principles</p> <p>when creating their dances select and use a range of compositional ideas to create motifs that demonstrate their dance idea</p> <p>perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group</p> <p>understand why dance is good for their fitness, health and wellbeing</p> <p>prepare effectively for dancing describe how dance contributes to fitness and wellbeing</p>

	<p>keep up activity over a period of time and know they need to warm up and cool down for dance</p> <p>sustain their effort in their dances</p> <p>describe and evaluate some of the compositional features of dances performed with a partner and in a group</p> <p>talk about how they might improve their dances</p> <p>use a range of expressive language to describe dance</p> <p>recognise unison and canon and suggest improvements</p>	<p>know and describe what you need to do to warm up and cool down for dance show understanding of warming up and cooling down, and choose appropriate activities to do on their own</p> <p>describe, interpret and evaluate their own and others' dances, taking account of character and narrative</p> <p>describe and interpret dance movements using appropriate vocabulary</p> <p>suggest how dances and performances can be improved, so that they communicate more effectively</p>	<p>describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</p> <p>use appropriate dance terminology to identify and describe different styles in their own and others' dances</p> <p>talk about the relationship between the dance and its accompaniment</p> <p>suggest ways to develop their technique and composition</p>	<p>identify what types of exercise they need to do to help their dancing</p> <p>understand how a dance is formed and performed</p> <p>evaluate, refine and develop their own and others' work</p> <p>use appropriate language and terminology to describe, interpret and evaluate their own and others' work</p> <p>comment on what works well and explain why</p> <p>recognise how costume, music and set can help to improve a dance performance</p>
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End points

<p>GAMES</p>	<p>Use a range of skills to help them keep possession and control of the ball.</p> <p>Pass, receive and dribble the ball, keeping control and possession consistently</p> <p>use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p> <p>Use a range of striking and fielding skills with increasing control.</p>	<p>Use a range of techniques when passing, e.g. high, low, bounced, fast, slow.</p> <p>Change direction and speed when dribbling the ball.</p> <p>Show growing consistency and control in games.</p> <p>Play with greater speed and flow.</p> <p>Choose and use batting or throwing skills to make the game hard for their opponents.</p> <p>Judge how far they can run to score points</p>	<p>Perform skills with accuracy, confidence and control.</p> <p>Bowl underarm accurately.</p> <p>Bat effectively, using different types of shot.</p> <p>Hit the ball from both sides of the body</p> <p>Throw overarm with accuracy and for a good distance.</p> <p>Gauge when to run after hitting the ball.</p>	<p>Combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Perform skills with greater speed</p> <p>Use different ways of bowling.</p> <p>Vary how they bowl.</p> <p>Direct the ball away from fielders, using different angles and speeds.</p> <p>Field with increased accuracy.</p> <p>Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding.</p>
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	<p>Strike a ball with intent and throw it more accurately when bowling and/or fielding.</p> <p>Intercept and stop the ball with consistency, and sometimes catch the ball.</p> <p>Return the ball quickly and accurately</p> <p>Perform the basic skills needed for tennis and badminton games with control and consistency</p> <p>Keep a rally going using a range of different ways of striking and throwing.</p> <p>Vary the speed and direction of the ball.</p> <p>Weigh up the options and often make good decisions about what to do.</p> <p>Know how to use space in games</p> <p>Choose tactics/a suitable strategy to cause problems for the opposition.</p> <p>recognise & describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel</p> <p>describe how some games use short bursts of speed</p>	<p>Choose where to stand as a fielder to make it hard for the batter.</p> <p>Work well as a team to make it hard for the batter.</p> <p>Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots.</p> <p>Choose good places to stand when receiving and give reasons for their choice.</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights</p> <p>Keep and use rules they are given.</p> <p>Suggest how rules could be changed to improve the game.</p> <p>Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others.</p> <p>Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.</p> <p>recognise when speed, strength and stamina are important in games</p>	<p>Use tactics which involve bowlers and fielders working together.</p> <p>Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game.</p> <p>Direct the ball reasonably well towards their opponent's court or target area.</p> <p>Show good backswing, follow through and feet positioning.</p> <p>Respond consistently in the games they play, choosing and using skills which meet the needs of the situation.</p> <p>Choose positions in their teams and know how to help when attacking.</p> <p>Find and use space to help their team.</p> <p>Mark an opponent, player or players, preventing them from gaining possession.</p> <p>demonstrate that they understand the principles of warming up by choosing appropriate activities for the games they are going to play</p> <p>recognise exercises and activities that help strength, speed and stamina</p> <p>look for specific things in a game and explain</p> <p>how well they are being done</p> <p>explain why a performance is good</p>	<p>Hit the ball with purpose, varying the speed, height and direction.</p> <p>Explain what they are trying to do and why it is a good idea.</p> <p>Spot the spaces in their opponent's court and try to hit the ball towards them.</p> <p>Position themselves well on court.</p> <p>Use attacking and defending skills appropriately in games.</p> <p>Choose and use different formations to suit the needs of the game.</p> <p>Apply tactical knowledge effectively in attacking and defending situations.</p> <p>know the importance of being fit, and what types of fitness are most important for games</p> <p>understand how playing games can contribute to a healthy lifestyle</p> <p>develop their ability to evaluate their own and others' work, and to suggest ways to improve it</p> <p>recognise and describe the best points in an individual's and a team's performance</p> <p>identify aspects of their own and others' performances that need improvement, and suggest how to improve them</p>
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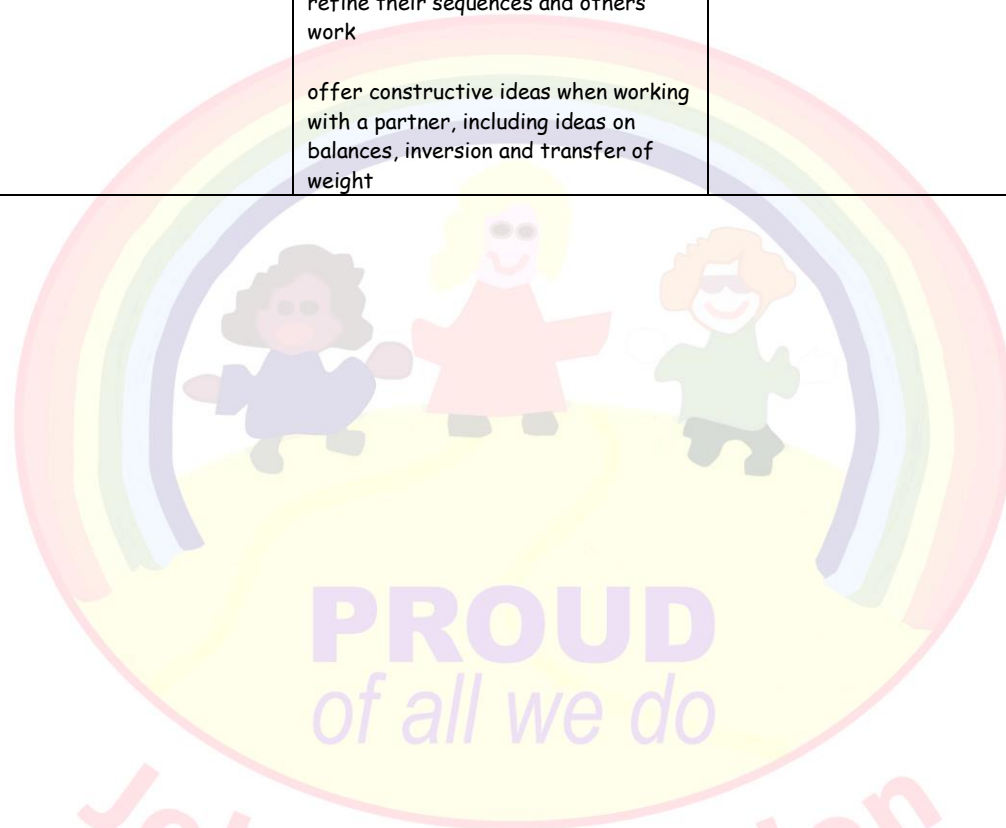
	<p>explain how to keep possession and describe how they and others have achieved it</p> <p>identify what they do best and what they find most difficult</p> <p>recognise players who play well in games and give some reasons why</p>	<p>use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing</p> <p>know and explain the tactics and skills that they are confident with and use well in games</p> <p>choose different ways of practising these tactics and skills</p> <p>describe the help they need to improve their play</p>	<p>recognise parts of a performance that could be improved, and identify practices that will help</p>	
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End points

<p>GYM</p>	<p>consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement</p> <p>explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel</p> <p>practise an action or short sequence of movements, and improve the quality of the actions and transitions</p> <p>show control, accuracy and fluency of movement when performing actions on their own and with a partner</p> <p>improve their ability to select appropriate actions and use simple compositional ideas</p>	<p>develop the range of actions, body shapes and balances they include in a performance</p> <p>perform skills and actions more accurately and consistently</p> <p>perform a range of actions and agilities with consistency, fluency and clarity of movement</p> <p>make similar or contrasting shapes on the floor and apparatus, working with a partner</p> <p>combine actions and maintain the quality of performance when performing at the same time as a partner</p> <p>create gymnastic sequences that meet a theme or set of conditions</p>	<p>perform actions, shapes and balances consistently and fluently in specific activities</p> <p>perform combinations of actions and agilities that show clear differences between levels, speeds and directions</p> <p>perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension</p> <p>choose and apply basic compositional ideas to the sequences they create, and to adapt them to new situations</p> <p>repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction</p> <p>adapt sequences to include a partner or a small group</p>	<p>combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas</p> <p>perform fluently and with control, even when performing difficult combinations</p> <p>work well with a partner or a small group to practise and refine their work</p> <p>develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles</p> <p>make up longer sequences and perform them with fluency and clarity of movement</p> <p>vary direction, levels and pathways, to improve the look of a sequence</p>
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	<p>devise and perform a gymnastic sequence, showing a clear beginning, middle and end adapt a sequence to include different levels, speeds or directions</p> <p>work well on their own and contribute to pair sequences</p> <p>know the importance of suppleness and strength</p> <p>identify when their body is warm and stretched ready for gymnastic activity</p> <p>understand that strength and suppleness are important parts of fitness</p> <p>describe and evaluate the effectiveness and quality of a performance</p> <p>recognise how their own performance has improved</p> <p>explain the differences between two performances</p> <p>identify when two performances have the same elements and order, and comment on their quality</p> <p>understand what is involved in the process of improving a performance</p>	<p>use compositional devices when creating their sequences, such as changes in speed, level and direction</p> <p>combine actions to make sequences with changes of speed, level and direction, and clarity of shape</p> <p>gradually increase the length of sequences</p> <p>work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</p> <p>describe how the body reacts during different types of activity, and how this affects the way they perform</p> <p>understand that strength and suppleness are key features of gymnastic performance</p> <p>devise routines of stretching exercises that prepare them for their gymnastic work</p> <p>describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</p> <p>make simple assessments of performance based on a criterion given by the teacher</p>	<p>know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>know why strength and suppleness are important in gymnastics</p> <p>choose and use information and basic criteria to evaluate their own and others' work</p> <p>watch and comment on the quality of movements, shapes and balances, and the way apparatus is used</p> <p>identify which aspects were performed consistently, accurately, fluently and clearly</p> <p>suggest improvements to speed, direction and level in the composition</p>	<p>use planned variations and contrasts in actions and speed in their sequences</p> <p>to carry out warm ups safely and effectively</p> <p>understand what it is important to include in a warm up for gymnastic activity</p> <p>understand how gymnastic activity helps their overall health</p> <p>evaluate their own and others' work suggest ways of making improvements</p> <p>watch performances and use criteria to make judgements and suggest improvements</p> <p>explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performances</p>
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		<p>use these assessments to modify and refine their sequences and others' work</p> <p>offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight</p>		
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