

**PROGRESSION IN P.E.**

<b>Gymnastics</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>QCA Units</b>	<b>Gymnastic Activities Unit 1</b>	<b>Gymnastic Activities Unit 2</b>	<b>Gymnastic Activities Unit 3</b>	<b>Gymnastic Activities Unit 4</b>	<b>Gymnastic Activities Unit 5</b>	<b>Gymnastic Activities Unit 6</b>
Acquiring and developing skills	explore gymnastics actions and still shapes  move confidently and safely in their own and general space, using change of speed and direction	remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements	develop the range of actions, body shapes and balances they include in a performance  perform skills and actions more accurately and consistently	perform actions, shapes and balances consistently and fluently in specific activities	combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas
Selecting and applying skills, tactics and compositional ideas	copy or create and link movement phrases with beginnings, middles and ends  perform movement phrases using a range of body actions and body parts	choose, use and vary simple compositional ideas in the sequences they create and perform	improve their ability to select appropriate actions and use simple compositional ideas	create gymnastic sequences that meet a theme or set of conditions  use compositional devices when creating their sequences, such as changes in speed, level and direction	choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations	develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles
Knowledge and understanding of fitness and health	know how to carry and place equipment  recognise how their body feels when still and when exercising	recognise and describe what their bodies feel like during different types of activity  lift, move and place equipment safely	recognise and describe the short term effects of exercise on the body during different activities  know the importance of suppleness and strength	describe how the body reacts during different types of activity and how this affects the way they perform	know and understand the basic principles of warming up and why it is important for good quality performance  understand why physical activity is good for their health	understand why warming up and cooling down are important  understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves  carry out warm ups safely and effectively
Evaluating and improving performance	watch, copy and describe what they and others have done	improve their work using information they have gained by watching, listening and investigating	describe and evaluate the effectiveness and quality of a performance  recognise how their own performance has improved	describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved	choose and use information and basic criteria to evaluate their own and others' work	evaluate their own and others' work  suggest ways of making improvements
ICT	<b>Use of digital cameras, video recorders to record and evaluate performance</b>					

<b>Games</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>QCA Units</b>	<b>Games Activities Unit 3</b>	<b>Games Activities Unit 4</b>	<b>Games Activities Unit 10, 12, 13</b>	<b>Games Activities Unit 11, 12, 13</b>	<b>Games Activities Unit 23, 25, 26</b>	<b>Games Activities Unit 24, 25, 26</b>
Acquiring and developing skills	be confident and safe in the spaces used to play games  explore and use skills, actions and ideas individually and in combination to suit the game they are playing	improve the way they coordinate and control their bodies and a range of equipment  remember, repeat and link combinations of skills	consolidate and improve the quality of their techniques and their ability to link movements  -develop the range and consistency of their skills in all games	-develop the range and consistency of their skills in all games	develop a broader range of techniques and skills for attacking and defending  develop consistency in their skills	choose, combine and perform skills more fluently and effectively in invasion, striking and net games
Selecting and applying skills, tactics and compositional ideas	choose and use skills effectively for particular games	choose, use and vary simple tactics	improve their ability to choose and use simple tactics and strategies  keep, adapt and make rules for striking and fielding and net games	devise and use rules  keep, adapt and make rules for striking and fielding and net games  use and adapt tactics in different situations	know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations  choose and apply skills more consistently in all activities	understand, choose and apply a range of tactics and strategies for defence and attack  use these tactics and strategies more consistently in similar games
Knowledge and understanding of fitness and health	know that being active is good for them and fun	recognise and describe what their bodies feel like during different types of activity	know and describe the short term effects of different exercise activities on the body  know how to improve stamina  begin to understand the importance of warming up	recognise which activities help their speed, strength and stamina and know when they are important in games  recognise how specific activities affect their bodies	know and understand the basic principles of warming up, and understand why it is important for a good quality performance  understand why exercise is good for their fitness, health and wellbeing	understand why exercise is good for their fitness, health and wellbeing  understand the need to prepare properly for games
Evaluating and improving performance	watch, copy and describe what others are doing  describe what they are doing	recognise good quality in performance  use information to improve their work	recognise good performance and identify the parts of a performance that need improving  use what they have learned to improve their work	explain their ideas and plans  recognise aspects of their work which need improving  suggest practices to improve their play	choose and use information to evaluate their own and others' work  suggest improvements in their own and others' performances	develop their ability to evaluate their own and others' work, and to suggest ways to improve it  know why warming up and cooling down are important
ICT	<b>Use of digital cameras, video recorders to record and evaluate performance</b> <b>Videos of professional teams, training videos, to improve understanding of team play and tactics</b>					

Dance QCA Units	Year 1 Dance activities Unit 1	Year 2 Dance activities Unit 2	Year 3 Dance activities Unit 3	Year 4 Dance activities Unit 4	Year 5 Dance activities Unit 5	Year 6 Dance activities Unit 6
Acquiring and developing skills	<ul style="list-style-type: none"> <li>Explore movement ideas and respond imaginatively to a range of stimuli</li> <li>Move confidently and safely in their own and general space, using changes of speed, level and direction</li> </ul>	<ul style="list-style-type: none"> <li>Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance</li> </ul>	<ul style="list-style-type: none"> <li>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement</li> </ul>	<ul style="list-style-type: none"> <li>Explore and create characters and narratives in response to a range of stimuli</li> </ul>	<ul style="list-style-type: none"> <li>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</li> </ul>	<ul style="list-style-type: none"> <li>Explore, improvise and combine movement ideas fluently and effectively</li> </ul>
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> <li>Compose and link movement to make simple dances with clear beginnings, middles and ends</li> <li>Perform movement phrases using a range of body actions and body parts</li> </ul>	<ul style="list-style-type: none"> <li>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</li> </ul>	<ul style="list-style-type: none"> <li>Create and link dance phrases using a simple dance structure or motif</li> <li>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Use simple choreographic principles to create motifs and narrative.</li> <li>Perform complex dance phrases and dances that communicate character and narrative</li> </ul>	<ul style="list-style-type: none"> <li>Compose dances by using adapting and developing steps, formations and patterning from different dance styles</li> <li>Perform dances expressively, using a range of performance skills</li> </ul>	<ul style="list-style-type: none"> <li>Create and structure motifs, phrases, sections and whole dances</li> <li>Begin to use basic compositional principles when creating their dances</li> </ul>
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>Recognise how their body feels when still and exercising</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe how different dance activities make them feel</li> <li>Understand the importance of warming up and cooling down</li> </ul>	<ul style="list-style-type: none"> <li>Keep up activity over a period of time and know they need to warm up and cool down for dance</li> </ul>	<ul style="list-style-type: none"> <li>Know and describe what you need to do to warm up and cool down for dance</li> </ul>	<ul style="list-style-type: none"> <li>Organise their own warm-up and cool-down activities to suit the dance</li> <li>Show an understanding of why it is important to warm up and cool down</li> </ul>	<ul style="list-style-type: none"> <li>Understand why dance is good for their fitness, health and wellbeing</li> <li>Prepare effectively for dancing</li> </ul>
Evaluating and improving performance	<ul style="list-style-type: none"> <li>Talk about dance ideas inspired by different stimuli</li> <li>Copy, watch and describe dance movement</li> </ul>	<ul style="list-style-type: none"> <li>Watch and describe dance phrases and dances and use what they learn to improve their own work</li> </ul>	<ul style="list-style-type: none"> <li>Describe and evaluate some of the compositional features of dances performed with a partner and in a group</li> <li>Talk about how they might improve their dances</li> </ul>	<ul style="list-style-type: none"> <li>Describe, interpret and evaluate their own and others dances, taking account of character and narrative</li> </ul>	<ul style="list-style-type: none"> <li>Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</li> </ul>	<ul style="list-style-type: none"> <li>Understand how a dance is formed and performed</li> <li>Evaluate, refine and develop their own and others work</li> </ul>

Athletic activities QCA Units	Year 1 Year 2 Athletic Activities Unit 17	Year 3 Year 4 Athletic Activities Unit 18	Year 5 Year 6 Athletic Activities Unit 29
Acquiring and developing skills	<ul style="list-style-type: none"> <li>Remember, repeat and link combinations of actions</li> <li>Use their bodies and a variety of equipment with greater control and coordination</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities</li> </ul>	<ul style="list-style-type: none"> <li>Develop the consistency of their actions in a number of events</li> <li>Increase the number of techniques they use</li> </ul>
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> <li>Use their bodies and a variety of equipment with greater control and coordination</li> </ul>	<ul style="list-style-type: none"> <li>Develop their ability to choose and use simple tactics and strategies in different situations</li> </ul>	<ul style="list-style-type: none"> <li>Choose appropriate techniques for specific events</li> </ul>
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>Recognise and describe what their bodies feel like during different types of activity</li> </ul>	<ul style="list-style-type: none"> <li>Know, measure and describe the short-term effects of exercise on the body</li> <li>Describe how the body reacts to different types of activity</li> </ul>	<ul style="list-style-type: none"> <li>Understand the basic principles of warming up</li> <li>Understand why exercise is good for fitness, health and wellbeing</li> </ul>
Evaluating and improving performance	<ul style="list-style-type: none"> <li>Watch, copy and describe what they and others have done</li> </ul>	<ul style="list-style-type: none"> <li>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate their own and others work and suggest ways to improve it</li> </ul>

Outdoor and adventurous activities QCA Units	Year 1 Year 2 Outdoor and adventurous activities Unit 19	Year 3 Year 4 Outdoor and adventurous activities Unit 20	Year 5 Year 6 Outdoor and adventurous activities Unit 30
Acquiring and developing skills	<ul style="list-style-type: none"> <li>Recognise their own space</li> <li>Explore finding different places</li> </ul>	<ul style="list-style-type: none"> <li>Develop the range and consistency of their skills and work with others to solve challenges</li> </ul>	<ul style="list-style-type: none"> <li>Develop and refine orienteering and problem-solving skills when working in groups and on their own</li> </ul>
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> <li>Follow simple routes and trails, orientating themselves successfully</li> <li>Solve simple challenges and problems successfully</li> </ul>	<ul style="list-style-type: none"> <li>Choose and apply strategies and skills to meet the requirements of a task or challenge</li> </ul>	<ul style="list-style-type: none"> <li>Decide what approach to use to meet the challenge set</li> <li>Adapt their skills and understanding as they move from familiar to unfamiliar environments</li> </ul>
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>Recognise and describe how their body feels during exercise</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the effect of different activities on the body and to prepare for them physically</li> <li>Work safely</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing</li> </ul>
Evaluating and	<ul style="list-style-type: none"> <li>Observe what they and others have done and use their observations to</li> </ul>	<ul style="list-style-type: none"> <li>Describe and evaluate their own and other performances, and identify</li> </ul>	<ul style="list-style-type: none"> <li>See the importance of a group or team plan, and the value of pooling</li> </ul>

improving performance	improve their performance	areas that need improving	ideas <ul style="list-style-type: none"> <li>Improve their performance by changing or adapting their approaches as needed</li> </ul>
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<b>Swimming activities and water safety</b>	<b>Year 1 Year 2 Year 3</b>	<b>Year 3 Year 4 Year 5 Year 6</b>
<b>QCA Units</b>	<b>Unit 1 Beginners (non-swimmers and developing swimmers)</b>	<b>Unit 2 Developing and competent swimmers</b>
Acquiring and developing skills	<ul style="list-style-type: none"> <li>Work with confidence in the water</li> <li>Explore and use skills, actions and ideas individually and in combination eg use arms to pull and push the water; use legs in kicking actions; hold their breath under water</li> <li>Remember, repeat and link skills</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, survival skills</li> <li>Improve linking movements and actions</li> </ul>
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> <li>Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction</li> <li>Improve the control and co-ordination of their bodies in water</li> </ul>	<ul style="list-style-type: none"> <li>Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges</li> </ul>
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>Know that being active is fun and good for them</li> <li>Recognise what their bodies feel like during different activities</li> </ul>	<ul style="list-style-type: none"> <li>Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity</li> </ul>
Evaluating and improving performance	<ul style="list-style-type: none"> <li>Watch, copy and describe what they and others have done and use the information to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>Describe and evaluate the quality of swimming and recognise what needs improving</li> </ul>