

# PE Progression Document



Skills and year group	Communication and Language	Personal, Social and Emotional Development	Physical Development
Nursery	<ul style="list-style-type: none"> <li>- To understand a question or instruction that has two parts.</li> <li>- Understand 'why' questions.</li> <li>- Develop their communication.</li> <li>- To be able to express a point of view.</li> <li>- Start a conversation with an adult or friend and continue to take turns.</li> </ul>	<ul style="list-style-type: none"> <li>- Play with one or more other children, extending and elaborating play ideas.</li> <li>- Find solutions to conflicts and rivalries – acceptance.</li> <li>- Follow rules and understand why they are important.</li> <li>- Remember rules without needing an adult to remind them.</li> <li>- Make healthy choices of food, drink and activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>- Go up steps and stairs, or climb apparatus using alternate feet.</li> <li>- Skip, hop, stand on one leg and hold a pose for a game.</li> <li>- Use large muscle movements.</li> <li>- Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>- Match their developing physical skills to tasks and activities in the setting. For example, they decide to crawl, walk or run across a plank.</li> <li>- Collaborate with others to manage large items, such as moving equipment safely.</li> <li>- Show a preference for a dominant hand.</li> <li>- Be increasingly independent as they get dressed and undressed, for example putting coats on and doing zips up.</li> </ul>
Skills and year group	Communication and Language	Personal, Social and Emotional Development	Physical Development
	<ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Learn new vocabulary.</li> <li>- Early Learning Goal (Listening, Attention and Understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions.</li> </ul>	<ul style="list-style-type: none"> <li>- See themselves as valuable individuals.</li> <li>- Build constructive and respectful relationships.</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Show resilience and perseverance in the face of challenge.</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>- Revise and refine the fundamental movement skills they have already acquired:</li> <li>- Rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>- Progress towards a more fluent style of moving with developing control and grace.</li> <li>- Develop overall body strength, co-ordination, balance and agility needed to engage</li> </ul>

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<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>- ELG - (Listening, Attention and Understanding) Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- ELG - (Listening, Attention and Understanding) Hold conversations when engaged in back and forth exchanges with their teachers and peers.</li> <li>- ELG – (Speaking) Speaking in small group, class and one to one discussions, offering their own ideas.</li> <li>- ELG – (Speaking) Express their ideas and feelings about their experiences using full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Think about the perspective of others.</li> <li>- Manage their own needs – personal hygiene.</li> <li>- Know and talk about the different factors that support their overall health and wellbeing including regular physical activity and healthy eating.</li> <li>- ELG (Self-regulation) – Show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- ELG (Self-regulation) – Set and work towards simple goals.</li> <li>- ELG (Managing self) – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- ELG (Managing self) – Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- ELG (Managing self) – Manage their own personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p>successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> <li>- Use their core muscle strength to achieve a good posture.</li> <li>- Combine different movement with ease and fluency.</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>- Develop overall body strength, balance, coordination and agility.</li> <li>- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>- Further develop the skills they need to manage the school day successfully – lining up, queuing and taking turns.</li> <li>- ELG (Gross motor skills) – Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- ELG (Gross motor skills) – Demonstrate strength, balance and coordination when playing.</li> <li>- ELG (Gross motor skills) – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
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Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding	Athletics	OAA
Year 1	<ul style="list-style-type: none"> <li>- To kick a ball with accuracy towards an end target.</li> <li>- To dribble a ball with some success.</li> <li>- To move with control and coordination.</li> <li>- To participate in team games.</li> <li>- To move into and out of space safely.</li> <li>- To be able to throw a ball over and under arm.</li> <li>- To be able to catch a large ball.</li> <li>- To roll a ball to an end target.</li> <li>- To become increasingly competent and confident with their agility, balance and coordination.</li> <li>- To be able to play a game following a set of rules.</li> </ul>	<ul style="list-style-type: none"> <li>- To link two simple actions together.</li> <li>- To hold a position whilst balancing on different parts of the body.</li> <li>- To balance on one foot for 5 seconds.</li> <li>- To be able to move forwards, backwards, sideways, low and high with some speed.</li> <li>- To jump with both feet leaving the ground.</li> <li>- To jump for height.</li> </ul>	<ul style="list-style-type: none"> <li>- To use movement to respond to music.</li> <li>- To move to a beat.</li> <li>- To copy a simple dance pattern.</li> <li>- To link two dance movements together.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to catch a large ball.</li> <li>- To balance a ball on a racket.</li> <li>- To strike a ball using two hands on a racket/bat.</li> </ul>	<ul style="list-style-type: none"> <li>- To run correctly with coordination and some spatial awareness.</li> <li>- To be able to jump with a lead leg, such as in hurdles.</li> <li>- To begin to throw overarm for distance.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore the local environment safely.</li> <li>- Introduce compass points (North, East, South and West).</li> <li>- Find locations in the local area.</li> <li>- To use positional language (forwards, backwards, left, right, in front of, under, above, next to etc).</li> </ul>
Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding	Athletics	OAA
	<ul style="list-style-type: none"> <li>- To develop fundamental movement skills</li> </ul>	<ul style="list-style-type: none"> <li>- To jump in a variety of ways and land</li> </ul>	<ul style="list-style-type: none"> <li>- To use movement to respond to music.</li> <li>- To move to a beat.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to catch a ball successfully.</li> </ul>	<ul style="list-style-type: none"> <li>- To run showing speed.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce simple orientation of a map.</li> </ul>

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<p>Year 2</p>	<p>including running, hopping, jumping, kicking, throwing and catching showing correct technique. Children should be looking to throw the ball over-arm showing some accuracy.</p> <ul style="list-style-type: none"> <li>- To develop simple tactics and understand attacking vs defending.</li> <li>- To become spatial aware and move in and out of space safely and quickly.</li> <li>- To become increasingly competent and confident with their agility, balance, coordination and the speed at which they do these activities.</li> <li>- To be able to move forwards, backwards, sideways, low and high at speed.</li> <li>- To pass a ball accurately via hands and feet.</li> </ul>	<p>with increasing control and balance.</p> <ul style="list-style-type: none"> <li>- To hold a position whilst balancing on different points of the body and on different pieces of apparatus.</li> <li>- To balance on one foot for 5 seconds showing stillness.</li> <li>- To link two simple actions together. To move in a variety of ways including forwards, backwards, sideways, low/high, gallop, skip, side step with some speed and spatial awareness.</li> <li>- To perform simple jumps including pencil jump and star jump. Some may perform a tuck jump.</li> <li>- To jump for height.</li> <li>- To perform simple rolls including pencil roll, teddy bear roll &amp; an assisted forward roll.</li> </ul>	<ul style="list-style-type: none"> <li>- To copy a simple dance pattern.</li> <li>- To link a short series of dance sequences together.</li> </ul>	<ul style="list-style-type: none"> <li>- To look to move the body to catch successfully.</li> <li>- To balance a ball on a racket.</li> <li>- To strike a ball using two hands on a racket/bat.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to jump for height and show some timing.</li> <li>- To throw for distance.</li> </ul>	<ul style="list-style-type: none"> <li>- To use simple compass points.</li> <li>- Introduce and use simple grid references.</li> <li>- Find places in the local area and describe where they are.</li> </ul>
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Year 2	<ul style="list-style-type: none"> <li>- To be able to control a ball within a game setting via hands and feet.</li> <li>- To be able to dribble a ball through cones successfully.</li> <li>- To cooperate with team mates and work as a team to achieve success.</li> <li>- To play a game with a set of rules.</li> </ul>						
Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding	Athletics	Fitness	OAA
Year 3	<ul style="list-style-type: none"> <li>- To begin to combine the skills of running, hopping, jumping, throwing and catching both under arm and over arm showing accuracy and knowing when to use each one.</li> <li>- To enjoy playing against each other across a range of sports.</li> </ul>	<ul style="list-style-type: none"> <li>- To jump in a variety of ways and land with increasing control and balance.</li> <li>- To hold a position whilst balancing on different points of the body and on different pieces of apparatus.</li> <li>- To perform simple balances.</li> </ul>	<ul style="list-style-type: none"> <li>- To move to a beat and understand that music is in beats.</li> <li>- To copy a simple dance pattern.</li> <li>- To link a short series of dance sequences together.</li> <li>- To create a simple performance demonstrating movement to a beat.</li> </ul>	<ul style="list-style-type: none"> <li>- To throwing and catching both under arm and over arm showing accuracy and knowing when to use each one.</li> <li>- To show awareness and move successfully to catch a ball.</li> <li>- To strike a ball using one/two hand(s) showing control and correct grips.</li> </ul>	<ul style="list-style-type: none"> <li>- To run showing speed and endurance.</li> <li>- To show speed whilst jumping (speed bounce).</li> <li>- To show distance whilst jumping (long jump)</li> <li>- To show height and timing when jumping (hurdles / vertical jump).</li> <li>- To demonstrate power and distance when throwing.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that exercise plays a role in our mood and health.</li> <li>- Science link – To understand that humans need the right types of nutrition and we get nutrition from what we eat. Taught through Science curriculum.</li> <li>- Science link – To understand that we have</li> </ul>	<ul style="list-style-type: none"> <li>- To take part in outdoor and adventurous activities both individually and within a team.</li> <li>- Introduce maps in the classroom / outdoor learning.</li> <li>- Location points to follow routes.</li> <li>- To follow a basic map in a familiar context and use clues to follow a route.</li> </ul>

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Year 3	<ul style="list-style-type: none"> <li>- To develop dribbling and passing technique across a range of activities.</li> <li>- To develop simple tactics and understanding e.g. attacking vs defending.</li> <li>- To show a range of agility, quickness of feet and the ability to move in a variety of ways and speeds.</li> <li>- To pass a ball in a variety of ways including under, over and chest.</li> <li>- To be spatially aware and coordinate space.</li> <li>- To be able to control a ball within a game setting via hands, feet and equipment i.e. hockey stick showing some success.</li> </ul>	<ul style="list-style-type: none"> <li>- To link movement phases together.</li> <li>- To perform simple jumps including pencil, star, tuck and rotation jumps showing control upon landing.</li> <li>- To jump for height.</li> <li>- To perform rolls including pencil roll, teddy bear roll &amp; unassisted forward rolls.</li> <li>- To compare their performances in a range of activities and sports.</li> </ul>	<ul style="list-style-type: none"> <li>- To show some teamwork and discussion to create.</li> </ul>	<ul style="list-style-type: none"> <li>- To successfully field a ball (long barrier / pick up).</li> <li>- To strike a ball using two hands on a racket/bat.</li> </ul>		<p>skeletons and muscles for support, protection and movement. Taught through Science curriculum.</p>	
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<b>Year 3</b>	<ul style="list-style-type: none"> <li>- To cooperate with team mates and work as a team to achieve success.</li> <li>- To play a game with a set of rules.</li> </ul>						
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Skills and year group	Invasion games	Gymnastics	Dance	Striking and fielding	Athletics	Net & Wall	OAA
<b>Year 4</b>	<ul style="list-style-type: none"> <li>- To further develop the ability to combine skills such as running, jumping, throwing and catching both under arm and over arm showing accuracy and knowing when to use each one.</li> <li>- To enjoy collaborating and competing against each other across a range of sports.</li> </ul>	<ul style="list-style-type: none"> <li>- To jump in a variety of ways and land with increasing control and balance.</li> <li>- To perform more complex balances and hold a position whilst balancing on different points of the body and on different pieces of apparatus.</li> <li>- To perform individual balances including</li> </ul>	<ul style="list-style-type: none"> <li>- To use movement to respond to music.</li> <li>- To move to a beat.</li> <li>- To copy a simple dance pattern.</li> <li>- To link a short series of dance sequences together.</li> <li>- To work collaboratively to create their own section of dance.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to show control and accuracy when striking a moving ball.</li> <li>- Show accuracy and power when throwing the ball over a long distance.</li> <li>- Demonstrate the ability to move to catch a ball and awareness of surroundings.</li> <li>- To successfully field a ball (long barrier / pick up).</li> </ul>	<ul style="list-style-type: none"> <li>- To run showing speed and endurance.</li> <li>- To show speed whilst jumping (speed bounce).</li> <li>- To show distance, height and power whilst jumping (long jump)</li> <li>- To show height, good timing through coordination when jumping (hurdles / vertical jump).</li> <li>- To demonstrate power, distance</li> </ul>	<ul style="list-style-type: none"> <li>- To explore with racket /bat grip and begin to hold it correctly.</li> <li>- To understand and know which is my dominant hand.</li> <li>- To understand there are a variety of strokes and shots.</li> <li>- To understand that shots require to be hit with a backhand or forehand shot.</li> </ul>	<ul style="list-style-type: none"> <li>- To take part in outdoor and adventurous activities and work both individually and within a team.</li> <li>- Develop map work and orientation.</li> <li>- Setting up simple short courses using simple plans.</li> <li>- Create a short trail for others with a physical challenge.</li> <li>- Start to recognise</li> </ul>

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Year 4	<ul style="list-style-type: none"> <li>- To compete in a range of increasingly challenging situations.</li> <li>- To demonstrate dribbling and passing technique across a range of activities.</li> <li>- To develop tactics and understanding attacking vs defending.</li> <li>- To show a range of agility, quickness of feet and the ability to move in a variety of ways and speeds.</li> <li>- To pass a ball in a variety of ways including under, over, chest, bounce, overhead &amp; javelin showing knowledge of when to play each pass.</li> <li>- To be able to control a ball within a game</li> </ul>	<ul style="list-style-type: none"> <li>candlestick, broken candlestick, the ankle hold, tripod and others.</li> <li>- To work collaboratively to create their own balances with others.</li> <li>- To work collaboratively to create their own movement phases including cartwheels, round-offs, forward rolls, backward rolls, pencil roll etc.</li> <li>- To link movement phases together showing control, creativity, balance, posture, flexibility and strength.</li> <li>- To compare their performances in a range of activities and sports.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand there are many forms of dance.</li> </ul>	<ul style="list-style-type: none"> <li>- To strike a ball using two hands on a racket/bat.</li> <li>- Begin to link movement phases together when bowling.</li> <li>- Begin to reflect on your own performance showing perseverance.</li> </ul>	and some knowledge of technique when throwing. (javelin, shot put etc.)	<ul style="list-style-type: none"> <li>- To move towards or away from the object to increase chances of hitting.</li> </ul>	features of an orienteering course.
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Year 4	<ul style="list-style-type: none"> <li>setting via hands, feet and equipment i.e. hockey stick.</li> <li>To cooperate with team mates and work as a team to achieve success.</li> <li>To play a game with a set of rules.</li> <li>To compare their performances in a range of activities and sports.</li> <li>Begin to reflect on your own performance showing perseverance.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to reflect on your own performance showing perseverance.</li> </ul>					
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Skills and year group	Invasion games	Gymnastics	Striking and fielding	Dance	Athletics	Swimming	Net & wall	Fitness	OAA
	<ul style="list-style-type: none"> <li>Work alone, or with team mates in</li> </ul>	<ul style="list-style-type: none"> <li>Begin to create complex and well-</li> </ul>	<ul style="list-style-type: none"> <li>Show more accuracy when</li> </ul>	<ul style="list-style-type: none"> <li>Begin to reflect on your own performanc</li> </ul>	<ul style="list-style-type: none"> <li>To run showing speed and</li> </ul>	<ul style="list-style-type: none"> <li>To swim 25m unaided.</li> </ul>	<ul style="list-style-type: none"> <li>To hold the racket / bat correctly showing</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of the body for example -</li> </ul>	<ul style="list-style-type: none"> <li>To take part in outdoor and</li> </ul>

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Year 5	order to gain points or possession	executed sequences that include a full range of movements including; travelling, balances and rolls.	striking the ball.	e showing perseverance.	some endurance.	- To enter the water safely.	the correct grip for both backhand and forehand shots.	bicep, quadricep etc..	adventurous activities and work both individually and within a team.
	- Lead others when called upon and act as a good role model within a team.	- Perform more complex balances including handstands , headstands , tripod, crab etc.	- To show more awareness and success when catching a moving ball from varying heights and pace.	- Create and perform longer sequences demonstrating energy and a link to the beat of music.	- To show speed and agility whilst jumping (speed bounce).	- To tread water for 2 minutes.	- To use forehand and backhand at the correct time.	- Understand why exercise and fitness is good for our mental and physical health.	- Begin to orientate themselves with increasing confidence and accuracy around an orienteering course.
	- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.)	- Perform more complex jumps including rotation, straddle, pike etc.	- To demonstrate the correct stance when batting.	- To link movement phases together whilst potentially showing grace and flair.	- To begin to show explosive power to achieve distance whilst jumping (long jump).	- To use a range of swimming strokes effectively.	- To show footwork to move to hit the ball/shuttle correctly.	- To understand that our diet impacts our health.	- Design an orienteering course that be followed and offers some challenge to others.
	- Uphold the spirit of fair play and respect in all competitive situations.	- Link movement phases including cartwheels, roundoffs. E.g. going	- To demonstrate the correct technique when bowling showing some accuracy.	- To copy and replicate movements to show a dance.	- To begin to link a variety of movements together showing power (triple jump).	- To perform safe self-rescue in different water based situations.	- Begin to move an opponent to achieve success.	- To create our own circuit.	- Begin to use navigation equipment to orientate around a trail.
	- Choose the most appropriate			- To work together and collaborate ideas to achieve success.	- To show height and timing when jumping (hurdles / vertical jump). To		- To be able to maintain a rally.		- To use coordinates

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Year 5	<p>tactics for a game.</p> <ul style="list-style-type: none"> <li>- To use tactics in competitive situations.</li> <li>- Defend and attack tactically by anticipating the direction of play.</li> <li>- To find and exploit space to achieve success.</li> <li>- To enjoy collaborating and competing against each other across a range of sports.</li> <li>- To compete in a range of increasingly challenging situations.</li> <li>- To understand</li> </ul>	<p>into a crab from standing and rotating out without assistance.</p> <ul style="list-style-type: none"> <li>- Begin to create more complex balances with a partner whilst showing control, safety, good posture, stability, strength and stillness.</li> <li>- To compare their performances in a range of activities and sports.</li> <li>- Begin to reflect on your own performance</li> </ul>		their performances in a range of activities and sports.	demonstrate power, distance and correct technique when throwing.				to find a location.
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Year 5	<p>and use positions within sports.</p> <ul style="list-style-type: none"> <li>- To show a range of agility, balance, quickness, coordination of feet and the ability to move in a variety of ways and speeds.</li> <li>- To begin to understand that there are multiple ways to pass a ball including under, over, chest, bounce, overhead &amp; javelin, inside of foot, outside of foot etc.</li> <li>- Begin to demonstrate</li> </ul>	e showing perseverance.							
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Year 5	<p>e control when controlling a ball within a game setting via hands, feet and equipment i.e. hockey stick, netball, football, handball etc.</p> <p>- To cooperate with team mates and work as a team to achieve success.</p>								
Skills and year group	Invasion games	Gymnastics	Striking and Fielding	Dance	Athletics	Swimming	Net & wall	Fitness	OAA
	<p>- Work both individually and as a team to achieve success</p>	<p>- Hold shapes which are strong, fluent and expressive</p>	<p>- Demonstrate knowledge of moving towards the ball to</p>	<p>- Plan to perform with high energy, slow grace or other</p>	<p>- To run/sprint showing speed, agility and endurance.</p>	<p>- To swim 25m unaided.</p> <p>- To enter the water safely.</p>	<p>- To hold the racket / bat correctly showing the correct grip for</p>	<p>- To understand that fitness improves overtime.</p>	<p>- To take part in outdoor and adventurous activities</p>

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Year 6	<ul style="list-style-type: none"> <li>- knowing what your role is within a team.</li> <li>- Lead others when called upon and act as a good role model within a team.</li> <li>- Choose and combine techniques in game situations - running, throwing, catching, passing, jumping, kicking and knowing when to apply each skill to a game situation showing accuracy.</li> <li>- To be able to dribble, pass and shoot</li> </ul>	<ul style="list-style-type: none"> <li>- Include in a sequence set pieces, choosing the most appropriate linking elements</li> <li>- Vary speed, direction, level and body rotation during floor performances</li> <li>- Practise and refine the gymnastic techniques used in performances</li> <li>- Use equipment to vault.</li> <li>- Perform expressively and hold a precise and strong body position</li> <li>- Express an idea in</li> </ul>	<ul style="list-style-type: none"> <li>- reduce the time it takes to return the ball.</li> <li>- Work as a team to achieve success.</li> <li>- Begin to show more control and fluidity in the bowling action showing accuracy.</li> <li>- To understand and potentially show a range of balls to outwit the opponent (Yorker, spin, bouncer etc).</li> <li>- To understand the basic rules of the game.</li> </ul>	<ul style="list-style-type: none"> <li>- themes and maintain this throughout a piece.</li> <li>- Perform complex moves that combine strengths and stamina gained through gymnastics activities (such as cartwheels or handstands )</li> <li>- Compose creative and imaginative dance sequences.</li> </ul>	<ul style="list-style-type: none"> <li>- To show speed and agility whilst jumping (speed bounce).</li> <li>- To show explosive power to achieve distance whilst jumping (long jump).</li> <li>- To link a variety of movements together showing power (triple jump).</li> <li>- To show height and timing when jumping (hurdles / vertical jump).</li> <li>- To demonstrate power, distance</li> </ul>	<ul style="list-style-type: none"> <li>- To tread water for 2 minutes.</li> <li>- To use a range of swimming strokes effectively.</li> <li>- To perform safe self-rescue in different water based situations.</li> </ul>	<ul style="list-style-type: none"> <li>- both backhand and forehand shots.</li> <li>- To use forehand and backhand at the correct time.</li> <li>- To show footwork to move to hit the ball/shuttle correctly.</li> <li>- Attempt to move an opponent to achieve success / outwit an opponent.</li> <li>- To understand there are a variety of shots including serve, clears, lifts, drives, smashes,</li> </ul>	<ul style="list-style-type: none"> <li>- That exercise helps with my mental health and wellbeing.</li> <li>- To understand that exercise releases a chemical into the body (endorphins) which boosts our mood.</li> <li>- To understand we have different training methods (interval training, continuous, fartlek)</li> <li>- To create a circuit that could be used in the home environment.</li> </ul>	<ul style="list-style-type: none"> <li>- and work both individually and within a team.</li> <li>- Orientate themselves with confidence and accuracy around an orienteering course when under pressure.</li> <li>- Design an orienteering course that is clear to follow and offers challenge to others.</li> <li>- Use navigation equipment (maps, compasses) to find locations.</li> </ul>
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# PE Progression Document



<p><b>Year 6</b></p>	<p>across a range of sports showing control, accuracy and power across a range of positions.</p> <ul style="list-style-type: none"> <li>- To implement when to pass, dribble or shoot in a competitive situation.</li> <li>- To be able to tackle/dispossess an opponent across a range of sports.</li> <li>- Uphold the spirit of fair play and respect in all competitive situations.</li> <li>- To show a range of</li> </ul>	<p>original and imaginative ways</p> <ul style="list-style-type: none"> <li>- Create well executed sequences that include a full range of movements including travelling, balances, flight and rolls.</li> </ul>	<ul style="list-style-type: none"> <li>- To show tactical awareness of where to hit the ball.</li> <li>- To show tactical awareness of where to play your best fielders.</li> <li>- Reflect on self performance understanding ways to improve.</li> </ul>		<p>and correct technique when throwing.</p> <ul style="list-style-type: none"> <li>- To link multiple movements together showing speed, fluidity and effort e.g. triple jump.</li> <li>- Uphold the spirit of fair play and respect in all competitive situations.</li> <li>- Lead others when called upon and act as a good role model within a team.</li> </ul>		<p>volleys, net play etc.</p> <ul style="list-style-type: none"> <li>- Attempt to move around the shot in order to play a more successful return.</li> <li>- Uphold the spirit of fair play and respect in all competitive situations.</li> <li>- Lead others when called upon and act as a good role model within a team.</li> </ul>	<ul style="list-style-type: none"> <li>- Science link – Identify and name the main parts of the human circulatory system. Taught through Science curriculum.</li> <li>- Science link – Describe the functions of the heart. Taught through Science curriculum.</li> <li>- Science link – Recognise the impact of diet and exercise on my lifestyle. Taught through Science curriculum.</li> </ul>	
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# PE Progression Document



<p>Year 6</p>	<p>agility, quickness, coordination of feet and the ability to move in a variety of ways and speeds.</p> <ul style="list-style-type: none"> <li>- To understand and potentially demonstrate the ability to pass a ball in a variety of ways including under, over, chest, bounce, overhead &amp; javelin, inside of foot, outside of foot etc and demonstrate knowledge of when to play each</li> </ul>								
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## PE Progression Document

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# PE Progression Document



	e situations. - Lead others when called upon and act as a good role model within a team.								
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## The progression in to KS3 PE

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

### **Pupils should be taught to:**

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].
- Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics].
- Perform dances using advanced dance techniques within a range of dance styles and forms.
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- Take part in competitive sports and activities outside school through community links or sports clubs.



54 children represented Oakworth  
at the Brownlee Foundation Triathlon.



Bradford Winter Games  
U9 Champions.



U9 West Yorkshire Champions.  
Finishing 3<sup>rd</sup> in Yorkshire finals.