



PE Progression at St Mawes Primary

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Using equipment and athletics	<p>Vary speed of running based on commands given.</p> <p>Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</p> <p>Explore and use skills effectively for particular games: Roll a ball or hoop.</p> <p>Throw a ball underarm.</p> <p>Explore balancing.</p>	<p>Copy actions</p> <p>Repeat and explore skills</p> <p>Move with some control and care</p> <p>Throw a ball underarm</p> <p>Roll a ball or a hoop</p> <p>Hit a ball with a bat Copy and remember actions</p> <p>Repeat and explore skills</p>	<p>Move with coordination and control.</p> <p>Throw and catch a ball with control and accuracy.</p> <p>Strike a ball and field with control. Sprint over a short distance</p> <p>Run over a longer distance, conserving energy.</p> <p>Have a range of throwing techniques (underarm, over arm, putting and hurling)</p> <p>Throw with accuracy to hit a target Jump in a number of ways, sometimes using a short run-up.</p>	<p>Link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>Choose the most appropriate tactics in a game.</p> <p>Use forehand and backhand when playing racquet games.</p> <p>Field well</p> <p>Use a variety of techniques to pass.</p> <p>Strike a bowled ball</p> <p>Work with a team or alone to gain possession of the ball</p> <p>Combine running and jumping well.</p> <p>Show accurate control, speed, strength and stamina in athletics.</p>

<p>Dance</p>	<p>Explore and copy basic body actions and rhythms.</p> <p>To be able to negotiate space confidently, using appropriate strategies.</p> <p>To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc...</p> <p>To begin to respond with their bodies to different types of music</p>	<p>Perform some dance moves.</p> <p>Put moves together to make a short dance.</p> <p>Show rhythm in my dance.</p> <p>Choose the best movements to show different ideas.</p> <p>Move carefully with control.</p> <p>Use space safely Move with careful control, co-ordination and care.</p> <p>Perform dance actions with control and co-ordination.</p> <p>Link two or more actions together to make a sequence.</p> <p>Remember and repeat dance movements.</p> <p>Choose the best movements to communicate a mood or feeling</p>	<p>Dance movements communicate an idea.</p> <p>Refine my movements into sequences.</p> <p>Dance movements are clear and fluent.</p> <p>Know that dance can express a variety of things.</p>	<p>Creative and imaginative in composing own dances.</p> <p>Perform expressively.</p> <p>Show precision, control and fluency.</p> <p>Dance matches the mood of the accompanying music.</p>
---------------------	---	--	---	--

<p>Gymnastics</p>	<p>Show contrast with their bodies including tall/short, wide/thin, straight/curved)</p> <p>Copy simple movements and simple sequences.</p> <p>Make shapes with their bodies, according to commands. Jump off an object and land appropriately.</p>	<p>Show control and coordination when travelling or balancing.</p> <p>Choose which actions to make.</p> <p>Copy sequences and repeat them.</p> <p>Be able to roll.</p> <p>Travel in lots of ways</p> <p>Balance, climb safely, stretch body, curl body.</p> <p>Plan sequences of movements.</p> <p>Show contrasts such as small/tall, straight/curved and wide/narrow.</p> <p>Movements are controlled.</p> <p>Balance on different points of body.</p>	<p>Body is balanced.</p> <p>Shapes are controlled.</p> <p>Plan, perform and repeat sequences.</p> <p>Sequences include changes in speed and level.</p> <p>Work on improving strength and suppleness by practising stretches and shapes.</p>	<p>Controlled and skilful in actions and movements.</p> <p>Movements are controlled and express emotion or feeling</p> <p>Make complex sequences that include changes in direction, level and speed.</p> <p>Combine actions, shapes and balances in gymnastic performance.</p> <p>Movements are clear, accurate and consistent.</p> <p>Prepare and perform to an audience.</p> <p>Practise and perform with control</p> <p>Movements include very controlled balances, shapes, levels and actions.</p>
--------------------------	---	---	---	--

Swimming			<p>Swim between 25 and 50 metres</p> <p>Arms and legs are coordinated.</p> <p>Use more than one swimming stroke.</p> <p>Swim both on the surface and below the surface of the water.</p> <p>Breathing is coordinated with the stroke they are using.</p>	<p>Swim between 50 and 100 metres.</p> <p>Use breast, front crawl and back stroke styles confidently.</p> <p>Swimming uses arms and legs in a confident and coordinated manner.</p> <p>Swim over 100 metres.</p> <p>Swim fluently.</p> <p>Use all 3 strokes with control and sustain this for over 2 minutes.</p> <p>Breathe so that the pattern of swimming is not interrupted.</p>
-----------------	--	--	--	--

<p>Planning and implementing</p>	<p>Start showing an ability to use their dominate hand to work with a partner in different activities.</p> <p>Begin to understand the importance of exercise.</p>	<p>Use the terms 'opponent' and 'teammate' when playing games.</p> <p>Use rolling, hitting and kicking skills in games.</p> <p>Decide on the best position to be in during a game.</p> <p>Have developed some tactics for the game they am playing.</p>	<p>Select and use the most appropriate skills, actions and Ideas.</p> <p>Choose the appropriate tactics to cause a problem for the opposition.</p> <p>Follow rules in a game.</p> <p>Keep possession of a ball (feet, hockey stick, hands).</p> <p>Improvise with ideas and movements.</p> <p>Use plans and diagrams to help me get from one place to another.</p> <p>Enjoy solving problems or challenges outdoors.</p>	<p>Link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>Choose the most appropriate tactics in a game.</p> <p>I am creative and imaginative in composing own dances.</p> <p>Select and combine skills, techniques and ideas.</p> <p>Apply skills, techniques and ideas accurately, appropriately and consistently.</p> <p>Use tactics and follow rules.</p> <p>Plan approach to attacking and defending.</p> <p>Know and follow event rules.</p> <p>Use senses to assess risks and adapt plans accordingly.</p> <p>Prepare well by considering safety first Plan with others, seeking advice.</p>
---	---	---	--	--

<p>Reflecting and evaluation</p>	<p>Simply show (using strategies) whether they enjoyed something or not. – Use different tools (thumbs up/down, traffic lights).</p>	<p>Exercise safely by looking for space.</p> <p>Talk about the differences between own and others' performances.</p> <p>Say what has gone well and why.</p> <p>Identify how a performance could be improved.</p> <p>Describe how body feels during different activities, using parts of the body to describe the effects.</p>	<p>Work and behave safely.</p> <p>Discuss how work is similar to and different from others.</p> <p>Use this understanding to improve own performance.</p> <p>Give reasons why warming up before an activity is important.</p> <p>Give reasons why physical activity is good for health.</p>	<p>Explain and apply basic safety principles in preparing for exercise.</p> <p>Analyse and comment on skills and techniques and how they are applied in own and in others' work.</p> <p>Modify and refine skills and techniques to improve performance.</p> <p>Explain how different parts of body react during different types of exercise.</p> <p>Warm up and cool down in ways that suit the activity.</p> <p>Describe why regular, safe exercise is good for fitness and health.</p>
---	--	---	---	--