



# Ettington Primary School Progression Document

## PE



### INTENT

At Ettington CE Primary School we believe all children should have access to a high-quality Physical Education (PE) curriculum and PE should be an integral part of the whole school curriculum. Through our PE provision we aim to develop the skills and attitudes needed for every child to have a lifelong participation in physical activity and healthy living. Our PE curriculum aims to ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to excel in a wide range of physical activities, by providing a broad & balanced curriculum with opportunities for all. Our PE curriculum will contribute to healthy and active lifestyles; improve emotional well-being, reduce challenging behaviour, increase attendance and develop key skills such as leadership, confidence, social and team building skills. Also, we believe that every child should be given the opportunity to participate in regular physical activity in order for them to become more physically confident and competent. We also strive to provide as many opportunities to compete in a wide variety of competitions during school time and through representing the school at extra-curricular events. We hope that in doing so will help the children to develop teamwork and leadership skills. In addition to this the children learn to win or lose with grace and sportsmanship.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>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 cooperative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and</li> </ul>		<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>· use running, jumping, throwing and catching in isolation and in combination</li> <li>· 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</li> <li>· develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>· perform dances using a range of movement patterns</li> </ul>			

	coordination, and begin to apply these in a range of activities · participate in team games, developing simple tactics for attacking and defending · perform dances using simple movement patterns.	· take part in outdoor and adventurous activity challenges both individually and within a team · compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception PD - Gross Motor Progression in Learning – small steps to Key Stage 1			
Autumn Term	Spring Term	Summer Term	Key vocabulary
Find and check I am in a safe space and sometimes stay in it when I move.			Speed, direction, space, jump, star, pencil, stabilise, slide, gallop, hop, leap, forwards, backwards, sequence, shapes, actions, high, low, midline, balance, field, bowl, strike  <b>Values</b>  Resilience Individual Liberty Mutual Respect Tolerance Democracy
Adjust my speed and direction to negotiate obstacles and space.	Travel in a controlled and safe way around a space.	Negotiate spaces and obstacles during racing and chasing games. Run efficiently and within a line.	
Jump in a controlled manner, using my hands, arms and body to stabilise myself.  Jump in different ways.	Perform controlled star, pencil, tuck jumps and jumps with turns. J  ump off an object in different ways. Link jumps together.	Jump taking off/landing on one/both feet. Perform a run and jump together. Jump over an obstacle.	
Move my body safely in different ways and directions e.g. sliding, galloping, hopping, forwards and backwards.  Perform a sequence of movements with support	Move my body in different ways and directions e.g. dodging, sliding, leaping.  Create a sequence of movements including jumps.		
Experiment using my body to create different shapes, movements and actions to represent the seasons, adapting my ideas.			

Transfer my weight from one body part to another			
	Confidently travel around, under, over and through climbing and balancing equipment.		
	Choose different ways to move my body including changes in shape, position and pace.		
Move my body at different levels as I travel.			
	Maintain my balance whilst twisting, bending or reaching.		
		Use both hands to catch and stop a ball when I field.  Chase a ball to field and retrieve it.  Bowl a ball underarm and overarm at a target.  Throw equipment accurately using a one handed over/under arm throw.	
		Strike and hit a ball at a target using a bat.	
Use anticlockwise movements and retrace vertical lines on a large scale.	Use anticlockwise movements to support correctly forming letters.	Use anticlockwise movements and vertical lines confidently in drawing and letter formation.	
Coordinate both sides of my body to do different things e.g. threading, scissors, writing and painting.			

Confidently cross my midline using both arms/legs.	
Continue to build my upper body strength in a variety of ways.	

	Autumn Term	Spring Term	Summer Term
Year 1	<p>Basic Movement</p> <ul style="list-style-type: none"> <li>- To move in a variety of ways</li> <li>- To jump with both feet off the ground.</li> <li>- To hop</li> <li>- To stop on command.</li> <li>- To skip without a rope.</li> <li>- To run.</li> </ul> <p>Agility and co-ordination – Gymnastics</p> <ul style="list-style-type: none"> <li>- To single balance.</li> <li>- To balance on one foot.</li> <li>- To balance on a piece of apparatus.</li> <li>- To side roll.</li> <li>- To climb.</li> <li>- To line walk.</li> </ul>	<p>Movement patterns- Dance</p> <ul style="list-style-type: none"> <li>- To copy dance patterns.</li> <li>- To link two dance movements together.</li> <li>- To create mini sequences to tie in with topic themes.</li> <li>-</li> </ul> <p>Multi-Skills – Team Games</p> <ul style="list-style-type: none"> <li>- To participate in a game with an opposing side.</li> <li>- To control a ball within a game.</li> <li>- To use hands to control a ball.</li> <li>- To be able to play a game with rules.</li> </ul>	<p>Agility and co-ordination</p> <ul style="list-style-type: none"> <li>- To throw under arm and over arm.</li> <li>- To be able to catch a large ball.</li> <li>- To roll a ball to an end target.</li> <li>- To kick a ball.</li> </ul> <p>Team Games</p> <ul style="list-style-type: none"> <li>- To compete against an opposing side more confidently.</li> <li>- To be able to throw and kick more accurately within a game setting.</li> <li>- To follow more complex rules within a game.</li> </ul>
Year 2	<p>Basic movement</p> <ul style="list-style-type: none"> <li>- Move in a variety of ways in and out of obstacles.</li> <li>- Jump with both feet leaving the ground.</li> <li>- Hop and stop on command.</li> </ul>	<p>Movement patters – Dance</p> <ul style="list-style-type: none"> <li>- To copy a simple dance pattern.</li> <li>- To move to a beat.</li> <li>- To link a series of dance sequences together.</li> </ul>	<p>Swimming</p> <ul style="list-style-type: none"> <li>- To put face in the water and blow bubbles.</li> <li>- To fully submerge underwater.</li> <li>- To be able to swim 20metres across the pool without support.</li> </ul>

	<ul style="list-style-type: none"> <li>- To sprint</li> </ul> <p>Agility and co-ordination</p> <ul style="list-style-type: none"> <li>- To carry out a single balance.</li> <li>- To balance on one foot.</li> <li>- To balance on one or two pieces of apparatus.</li> <li>- To side roll.</li> <li>- To climb with increased confidence.</li> <li>- To bench and line walk.</li> <li>-</li> </ul>	<p>Team Games</p> <ul style="list-style-type: none"> <li>- To compete in a game with an opposite side.</li> <li>- To be able to control a ball more competently in a game setting.</li> <li>- To play a game with more complex rules.</li> <li>- To play as part of a team.</li> <li>- To compete with team mates and work as a team towards a set goal.</li> <li>- To use both hands and feet to control a ball.</li> </ul>	<ul style="list-style-type: none"> <li>- To swim 10metres front crawl and back stroke.</li> </ul> <p>Striking and Fielding</p> <ul style="list-style-type: none"> <li>- To be able to strike a ball with a bat.</li> <li>- To be able to throw and catch in a team game.</li> <li>- To be able to take part in mini field striking games.</li> </ul>
Year 3	<p>Team games – Invasion Games (Rugby and Dodgeball)</p> <ul style="list-style-type: none"> <li>- To participate in team games.</li> <li>- To develop simple tactics for attack and defence.</li> <li>- To play in a competitive environment.</li> <li>- To succeed and excel in competitive sport.</li> <li>- To compete in a range of challenging situations.</li> </ul> <p>Control and Basic movements – Gymnastics.</p> <ul style="list-style-type: none"> <li>- To jump and perform a series of jumps.</li> <li>- To be able to synchronize.</li> <li>- To perform basic log and egg jumps and forward rolls.</li> </ul>	<p>Movement Patterns – Dance</p> <ul style="list-style-type: none"> <li>- To create and perform a short sequence linking basic actions with a clear beginning, middle and end.</li> <li>- To choose and link actions to create an expressive dance phase.</li> <li>- To plan and perform movement sequences showing contrasts in speed, level and direction.</li> <li>- To apply compositional ideas to create phases with a partner.</li> </ul> <p>Multi Skills / Sports (Football and Netball)</p> <ul style="list-style-type: none"> <li>- To participate in competitive team games.</li> </ul>	<p>Agility and co-ordination – Athletics.</p> <ul style="list-style-type: none"> <li>- To be able to run short distances, throw with a degree of accuracy and jump upwards and forwards.</li> <li>- To develop our athletic skills focusing on agility and co-ordination.</li> <li>- To be able to compete in relay events.</li> </ul> <p>Competitive games – Striking and Fielding</p> <ul style="list-style-type: none"> <li>- To develop basic skills in striking and fielding.</li> <li>- To begin to understand the rules of rounders and cricket.</li> <li>- To develop simple tactics.</li> <li>- To play modified simple versions of games.</li> </ul>

	<ul style="list-style-type: none"> <li>- To respond with control.</li> <li>- To use arms and legs.</li> <li>- To vary dynamics, speed and direction.</li> </ul>	<ul style="list-style-type: none"> <li>- To develop within individual and group challenges in netball, football and rugby.</li> <li>- To be successful in physically demanding activities.</li> <li>- To compete in a range of increasingly difficult challenges.</li> </ul>	<ul style="list-style-type: none"> <li>- To compete in physically demanding activities.</li> </ul>
Year 4	<p>Team Games – Netball and Football Skills</p> <ul style="list-style-type: none"> <li>- To participate in small sided mini games.</li> <li>- To develop tactics for attack and defence.</li> <li>- To play in a competitive environment.</li> <li>- To excel in demanding environments.</li> </ul> <p>Control and Basic movements – Gymnastics.</p> <ul style="list-style-type: none"> <li>- To perform a basic log, egg, shoulder and forward roll.</li> <li>- To respond imaginatively with control and co-ordination.</li> <li>- To use different body parts successfully.</li> <li>- To vary dynamics, speed, direction and level of movements.</li> </ul>	<p>Movement Patterns – Dance</p> <ul style="list-style-type: none"> <li>- To create and perform short sequences and patterns linking actions together.</li> <li>- To choose and link actions to create expressive dance phases.</li> <li>- To plan and perform movement sequences.</li> <li>- To apply basic compositional ideas to create dance phases.</li> </ul> <p>Multi Skills – Sports (Rugby and Uni-hoc skills).</p> <ul style="list-style-type: none"> <li>- To compete in competitive games and increasingly challenging situations.</li> <li>- To develop skills to be able to take part in individual and group challenges.</li> </ul>	<p>Agility and co-ordination – Athletics</p> <ul style="list-style-type: none"> <li>- To be able to run longer distances without stopping.</li> <li>- To throw different equipment accurately.</li> <li>- To jump over obstacles.</li> <li>- To develop agility and co-ordination.</li> <li>- To build up stamina.</li> <li>- To compete in competitive races and situations.</li> </ul> <p>Team Games – Striking and Fielding (Rounders and Cricket)</p> <ul style="list-style-type: none"> <li>- To strike balls in field striking games.</li> <li>- To participate in game scenarios.</li> <li>- To develop simple tactics in field and striking games.</li> <li>- To play in modified games linking to cricket and rounders.</li> </ul>

<p>Year 5</p>	<p>Team games – Invasion Games (Basketball)</p> <ul style="list-style-type: none"> <li>- To participate in competitive matches and games.</li> <li>- To develop simple tactics and have an awareness of how to be successful.</li> <li>- To use and apply the basic principles of attack and defence in competitive situations.</li> <li>- To know how to be successful in game scenarios.</li> <li>- To bounce a ball on the spot with consistency.</li> <li>- To travel whilst bouncing a ball.</li> </ul> <p>Control and Balance – Gymnastics</p> <ul style="list-style-type: none"> <li>- To respond imaginatively with control and co-ordination.</li> <li>- To use a range of body parts</li> <li>- To be able to vary speed, direction of movement and dynamics.</li> <li>- To perform a competent forward roll, log roll, egg roll, shoulder roll, curled roll and progress to a backward roll.</li> <li>- To improvise freely individually and with a partner and to translate ideas from stimulus to movement.</li> </ul>	<p>Movement Patterns – Dance</p> <ul style="list-style-type: none"> <li>- To create a short sequence linking ideas and routines.</li> <li>- To create an expressive dance which shows sensitivity to accompaniment.</li> <li>- To plan and perform a movement sequence showing contrast in speed, level and direction.</li> <li>- To apply compositional ideas to create dance phases with a partner and in a small group.</li> <li>- To be able to describe and comment on their own performance and make simple suggestions to improve quality and performance.</li> </ul> <p>Multi Sports – Skills (Football, Netball and Dodgeball)</p> <ul style="list-style-type: none"> <li>- To be able to compete in a range of situations and sports.</li> <li>- To be able to control and handle a ball using hands and feet.</li> <li>- To develop tactics to aid success in competitive situations.</li> <li>- To be able to use and apply the basic principles of attack and defence.</li> </ul>	<p>Agility and co-ordination – Athletics</p> <ul style="list-style-type: none"> <li>- To be able to run with increased stamina</li> <li>- To be able to take part in relay races.</li> <li>- To be able to throw a range of athletic equipment</li> <li>- To be able to jump over hurdles.</li> <li>- To compete in competitive races.</li> </ul> <p>Team Games – Striking and Fielding (Rounders and Cricket).</p> <ul style="list-style-type: none"> <li>- To participate in more complex striking and fielding games adapted where appropriate.</li> <li>- To play competitively and know how to be successful.</li> <li>- To develop tactics to aid success.</li> <li>- To apply basic principles of rounder and cricket in order to achieve.</li> </ul>
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<p>Year 6</p>	<p>Team Games – Invasion Games (Uni-hoc and Tag Rugby)</p> <ul style="list-style-type: none"> <li>- To play competitively in team games, modified where appropriate.</li> <li>- To use a range of tactics and strategies in order to be successful and overcome opponents.</li> <li>- To apply attack and defence principles with increasing success.</li> <li>- To compete in challenging situations.</li> </ul> <p>Control and Balance – Gymnastics and Basketball</p> <ul style="list-style-type: none"> <li>- To bounce a ball on the spot</li> <li>- To be able to dribble using either hand, showing changes of speed and direction.</li> <li>- To show a degree of control and co-ordination when using a large ball.</li> <li>- To perform a range of rolls with consistency including a backwards roll.</li> <li>- To respond imaginatively to a variety of stimuli, demonstrating a wide range of actions with precision, control and fluency. Incorporate different dynamics</li> </ul>	<p>Movement Patterns – Dance</p> <ul style="list-style-type: none"> <li>- To be able to create and perform a short sequence linking basic actions with a clear beginning, middle and end.</li> <li>- To choose and link actions to create an expressive dance.</li> <li>- To plan and perform a movement sequence showing contrasts in speed/level and direction.</li> <li>- To apply basic compositional ideas to create dance phrases with a partner and in a small group.</li> <li>- To compare, develop and adapt movement motifs to create longer dances.</li> <li>- From observations of others, describe constructively how to refine, improve and modify performance?</li> <li>- To refine own performance in response to others and self-analysis.</li> </ul> <p>Multi Skills – Sports (Netball, Dodgeball and Football)</p> <ul style="list-style-type: none"> <li>- To participate in a range of competitive games and scenarios.</li> </ul>	<p>Agility and co-ordination – Athletic</p> <ul style="list-style-type: none"> <li>- To be able to run 70-80m in a sprint format.</li> <li>- To develop stamina for longer distance running.</li> <li>- To be able to throw the discuss, hammer, shotput and javelin equipment.</li> <li>- To be able to jump over hurdles without stopping.</li> <li>- To develop athletic competency focused around agility and co-ordination.</li> <li>- To compete in races, modified where appropriate.</li> </ul> <p>Team Games – Striking and Fielding (Rounders and Cricket)</p> <ul style="list-style-type: none"> <li>- To participate in team game situations.</li> <li>- To play competitively Rounders and Cricket applying the rules and tactics.</li> <li>- To use a range of tactics to overcome the opposition.</li> <li>- To develop an understanding of the rules and how to improve in a game scenario.</li> <li>-</li> </ul>
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	and develop new actions with a partner and in a group.	<ul style="list-style-type: none"><li>- To use a range of tactics and strategies to overcome opponents.</li><li>- To apply basic principles of attack and defence in games and matches.</li><li>- To succeed and excel in a range of sports demonstrating team working skills.</li><li>- To compete in more challenging scenarios.</li><li>- To develop an understanding and awareness of how to improve in different physical activities and sports.</li></ul>	
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## A pupil at the end of Reception

### Reception Outcomes

Cognitive	Psychomotor	Social and emotional
Has a clear idea about what they want to do in their play and how they want to go about it	Chooses to move in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Is aware of behavioural expectations and sensitive to ideas of justice and fairness.
Can describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms.	Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk	Seeks support, emotional 'refuelling' and practical help in new or challenging situations.
Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise	Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.
Is proactive in seeking adult support and able to articulate their wants and needs.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group
Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.	Travels with confidence and skill around, under, over and through balancing and climbing equipment	Shows confidence in choosing resources and perseverance in carrying out a chosen activity
	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it	
	Handles objects safely and with increasing control and intention	
	Shows a preference for a dominant hand	

Links to values and aims

**Curiosity, Collaboration, Communication and Perseverance**

Kindness to others when playing sport e.g. not getting upset if they lose a game.

	Perseverance when learning new skills or mastering a new technique Tolerance when working together as a team Mutual respect when things aren't going their way Democracy The Rule of Law
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A pupil at the end of KS1		
Year 1 and 2 outcomes		
Performing	Personal and Social	Competition
Can warm up safely prior to exercise and can sustain performance over periods of time.	Communicates effectively and works well with others.	Applies basic skills competently in a range of physical activities.
Able to work safely within a defined space.	Manages feelings and behaviour well.	Applies attacking and defending skills within activities which require them
Demonstrates agility, balance and coordination.	Self-motivated and displays self – confidence.	Is physically confident and makes a purposeful contribution.
Can follow simple movement patterns at different levels, speeds and through a variety of pathways.	Knows what success looks like - self and others.	Shows awareness of boundaries and rules.
Understands some principles of attacking and defending	Can comment on the work of others using some technical language.	Demonstrates understanding and interpretation of rules and accepts decisions given.
Has started to link skills to perform actions and sequences of movement.	Demonstrates leadership skills.	Demonstrates sporting values.
Links to values and aims	<b>Curiosity, Collaboration, Communication and Perseverance</b> Kindness to others when playing sport e.g. not getting upset if they lose a game.	

	Perseverance when learning new skills or mastering a new technique Tolerance when working together as a team Mutual respect when things aren't going their way Democracy The Rule of Law
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A pupil at the end of Lower KS2 (Years 3 and 4)

Years 3 and 4

Performing	Personal & Social	Competition
Warms up prior to exercise and is able to sustain performance over periods of time	Communicates effectively and listens to others.	Enjoys competing / performing and thrives on showcasing their talents
Has a sense of anticipation; can find space and is aware of others	Will vocalise opinions across different areas of the curriculum	Applies skills effectively in different situations and within a range of physical activities
Demonstrates agility, balance, coordination and precision	Works well with others in a range of contexts.	Is confident and joins in all areas of PE eagerly
Performs with control making good decisions as they go	Reflective and able to recognise success in self and others.	Understands what they need to do to be successful.
Understands how to work alongside and against others when attacking and defending	Able to comment constructively on the work of others	Demonstrates understanding and interpretation of rules and accepts decisions given.
Links skills to perform actions and sequences of movement	Is comfortable in the role of leader and shows some ability to inspire others	Demonstrates sporting values.

Links to values and aims	<b>Curiosity, Collaboration, Communication and Perseverance</b> Kindness to others when playing sport e.g. not getting upset if they lose a game.
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	Perseverance when learning new skills or mastering a new technique Tolerance when working together as a team Mutual respect when things aren't going their way Democracy The Rule of Law Individual Liberty
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A pupil at the end of Upper KS2 (Years 5 and 6)

Years 5 and 6

Performing	Personal & Social	Competition
Can lead others in warming up, knows why it is important and can work actively across whole sessions	Listens actively, respects the opinion of others and contributes ideas	Enjoys competing and challenging him/herself to improve across all areas.
Reads the play, and shows tactical awareness when performing across the curriculum.	Thinks creatively to find solutions to challenges across different areas of the curriculum	Able to work constructively, irrespective of who they are working with or the area of PE.
Moves fluently and can perform a wide range of skills confidently and competently	Able to work constructively, irrespective of who they are working with or the area of PE.	Is self-motivated and physically confident and actively engages in competitive situations.
Works with control and composure when under pressure.	Knows what they need to do to improve and what others need to do to improve their performance.	Demonstrates specific tactical/performance awareness as an individual and team member
Knows when to attack and when to defend and puts the needs of the team first	Evaluates the work of others using technical language including setting targets for improvement.	Able to play within rules and to resolve any disputes appropriately without adult intervention
Able to perform routines and a range of skills seamlessly.	Demonstrates a range of leadership skills and is happy to take the initiative	Understands the sporting values and sporting etiquettes.

Links to values and aims	Curiosity, Collaboration, Communication and Perseverance
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	<p>Kindness to others when playing sport e.g. not getting upset if they lose a game.</p> <p>Perseverance when learning new skills or mastering a new technique</p> <p>Tolerance when working together as a team</p> <p>Mutual respect when things aren't going their way</p> <p>Democracy The Rule of Law</p> <p>Individual Liberty</p>
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