



Old Dalby C of E Primary School

Subject Progression

Physical Education

EYFS

<ul style="list-style-type: none"> - Show good control and co-ordination in large and small movements. - Move confidently in a range of ways, safely negotiating space. - Represent their own ideas, thoughts and feelings through dance. - Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 	<p>Key Vocabulary</p> <p>Dance Gymnastics Athletics Games Throw Catch Kick Balance Bend Jump Roll Climb Heart Blood Healthy Balanced diet Water Hydrated</p>
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Year 1

<p>Dance</p> <ul style="list-style-type: none"> - Copies and explores basic movements and body patterns - Further develop various levels whilst travelling around - Uses space well and negotiates space clearly - Remembers simple movements and dance steps - Links movements to sounds and music. - Responds to range of stimuli. <p>Gymnastics</p> <ul style="list-style-type: none"> - Copies and explores basic movements with some control and coordination. - Can perform different body shapes. (tuck, straddle, pike, lung and arch) - Performs at different levels - Can perform a 2 footed jump - Can use equipment safely - Balances with some control - Can link 2-3 simple movements - To follow keysteps 1 floor, body and vault. <p>Games</p> <ul style="list-style-type: none"> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Show awareness of boundaries and rules - Participates in simple games <p>Athletics</p>	<p>Key Vocabulary</p> <p>8count Levels Space Warm up Cool down Stretching</p> <p>tuck straddle pike teddy roll pencil roll forward roll dish roll soft knees climbing alternate feet balancing take off landing flight box splits coordination</p>
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<ul style="list-style-type: none"> - Can run at different speeds. - Can jump from a standing position - Performs a variety of throws with basic control. <p>Evaluating</p> <ul style="list-style-type: none"> - Can comment on own and others performance - Can give comments on how to improve performance. - Use appropriate vocabulary when giving feedback. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> - Can describe the effect exercise has on the body - Can explain the importance of exercise and a healthy lifestyle. 	<p>pointed toes passing catching dribble control jogging sprinting jumping throwing teamwork blood flowing around the body quicker heart beats quicker underarm overarm</p>
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Year 2

<p>Dance</p> <ul style="list-style-type: none"> - Copies and explores basic movements with clear control. - Varies levels and speed in sequence - Can vary the size of their body shapes - Add change of direction to a sequence - Uses space well and negotiates space clearly. - Can describe a short dance using appropriate vocabulary. - Responds imaginatively to stimuli. <p>Gymnastics</p> <ul style="list-style-type: none"> - Explores and creates different pathways and patterns. - Uses equipment in a variety of ways to create a sequence - Link movements together to create a sequence - To continue to follow and master keystone 1 floor, body and vault <p>Games</p> <ul style="list-style-type: none"> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/ defending <p>Athletics</p> <ul style="list-style-type: none"> - Can warm up safely prior to exercise - Can change speed and direction whilst running. - Can jump from a standing position with accuracy. - Performs a variety of throws with control and co-ordination. - <i>preparation for shot put and javelin</i> - Can use equipment safely <p>Evaluating</p> <ul style="list-style-type: none"> - Can comment on own and others performance 	<p>Key Vocabulary</p> <p>Timing Travel Pathways Front Arches Back Arches Agility Weight on hands Intercept Attacking Defending Dodge React Distance Serve Volley Stance Spatial awareness Rules Forehand Backhand</p>
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<ul style="list-style-type: none"> - Can give comments on how to improve performance. - Use appropriate vocabulary when giving feedback. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> - Can describe the effect exercise has on the body - Can explain the importance of exercise and a healthy lifestyle. 	
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Year 3

<p>Dance</p> <ul style="list-style-type: none"> - Beginning to improvise independently to create a simple dance. - Beginning to improvise with a partner to create a simple dance. - Translates ideas from stimuli into movement with support. - Beginning to compare and adapt movements and motifs to create a larger sequence. - Uses simple dance vocabulary to compare and improve work. <p>Gymnastics</p> <ul style="list-style-type: none"> - Applies compositional ideas independently and with others to create a sequence. - Copies, explores and remembers a variety of movements and uses these to create their own sequence. - Describes their own work using simple gym vocabulary. - Beginning to notice similarities and differences between sequences. - Uses turns whilst travelling in a variety of ways. - Beginning to show flexibility in movements - Beginning to develop good technique when travelling, balancing, using equipment etc - To follow keysteps 2 floor, body and vault <p>Games</p> <ul style="list-style-type: none"> - Understands tactics and composition by starting to vary how they respond. - Vary skills, actions and ideas and link these in ways that suit the games activity. - Beginning to communicate with others during game situations. - Uses skills with co-ordination and control. - Develops own rules for new games. - Makes imaginative pathways using equipment. - Works well in a group to develop various games. - Beginning to understand how to compete with each other in a controlled manner. - Beginning to select resources independently to carry out different skills. <p>Athletics</p> <ul style="list-style-type: none"> - Beginning to run at speeds appropriate for the distance. <i>e.g. sprinting and cross country</i> - Can perform a running jump with some accuracy - Performs a variety of throws using a selection of equipment. - Can use equipment safely and with good control. <p>Outdoor Adventurous Activities</p> <ul style="list-style-type: none"> - Develops listening skills. - Creates simple body shapes. - Listens to instructions from a partner/ adult. 	<p>Key Vocabulary</p> <p>Evaluate</p> <p>Linking</p> <p>Mirroring</p> <p>Synchronising</p> <p>Technique</p> <p>Communicate</p> <p>Compete</p> <p>Degrees</p> <p>Backwards roll</p> <p>Shoulder roll</p> <p>Under pressure</p> <p>Overlap</p> <p>Dummy pass</p> <p>Judging (bounce of ball)</p> <p>Striking</p> <p>Tactics</p> <p>Hurdles</p>
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<ul style="list-style-type: none"> - Beginning to think activities through and problem solve. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe. <p>Evaluation</p> <ul style="list-style-type: none"> - Watches and describes performances accurately. - Beginning to think about how they can improve their own work. - Work with a partner or small group to improve their skills. - Make suggestions on how to improve their work, commenting on similarities and differences. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> - Can describe the effect exercise has on the body - Can explain the importance of exercise and a healthy lifestyle. - Understands the need to warm up and cool down. 	
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Year 4

<p>Dance</p> <ul style="list-style-type: none"> - Confidently improvises with a partner or on their own. - Beginning to create longer dance sequences in a larger group. - Demonstrating precision and some control in response to stimuli. - Beginning to vary dynamics and develop actions and motifs. - Demonstrates rhythm and spatial awareness. - Modifies parts of a sequence as a result of self-evaluation. - Uses simple dance vocabulary to compare and improve work <p>Gymnastics</p> <ul style="list-style-type: none"> - Links skills with control, technique, co-ordination and fluency. - Understands composition by performing more complex sequences. - Beginning to use gym vocabulary to describe how to improve and refine performances. - Develops strength, technique and flexibility throughout performances. - Creates sequences using various body shapes and equipment. - Combines equipment with movement to create sequences. - To continue to follow and master keysteps 2 floor, body and vault. <p>Games</p> <ul style="list-style-type: none"> - Vary skills, actions and ideas and link these in ways that suit the games activity. - Shows confidence in using ball skills in various ways, and can link these together. - <i>e.g. dribbling, bouncing, kicking</i> - Uses skills with co-ordination, control and fluency. - Takes part in competitive games with a strong understanding of tactics and composition. - Can create their own games using knowledge and skills. - Works well in a group to develop various games. - Compares and comments on skills to support creation of new games. - Can make suggestions as to what resources can be used to differentiate a game. - Apply basic skills for attacking and defending. 	<p>Key Vocabulary</p> <p>Possession Right angle Vision Competition Creative Navigate Map Control markers Front crawl Backstroke Breaststroke Problem solving Bowling Power Challenging Goggles Scul Mushroom float Star float Depth</p>
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<ul style="list-style-type: none"> - Uses running, jumping, throwing and catching in isolation and combination. <p>Athletics</p> <ul style="list-style-type: none"> - Beginning to build a variety of running techniques and use with confidence. - Can perform a running jump with more than one component. - <i>e.g. hop skip jump (triple jump)</i> - Demonstrates accuracy in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Can use equipment safely and with good control. <p>Outdoor Adventurous Activities</p> <ul style="list-style-type: none"> - Develops strong listening skills. - Uses simple maps. - Beginning to think activities through and problem solve. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe. <p>Swimming</p> <ul style="list-style-type: none"> - Swims competently, confidently and proficiently over a distance of at least 25 metres - Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. - Performs safe self-rescue in different water-based situations. <p>Evaluation</p> <ul style="list-style-type: none"> - Watches and describes performances accurately. - Beginning to think about how they can improve their own work. - Work with a partner or small group to improve their skills. - Make suggestions on how to improve their work, commenting on similarities and differences. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> - Can describe the effect exercise has on the body - Can explain the importance of exercise and a healthy lifestyle. - Understands the need to warm up and cool down. 	
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Year 5

<p>Dance</p> <ul style="list-style-type: none"> - Beginning to exaggerate dance movements and motifs (using expression when moving) - Demonstrates strong movements throughout a dance sequence. - Combines flexibility, techniques and movements to create a fluent sequence. - Moves appropriately and with the required style in relation to the stimulus. - <i>e.g using various levels, ways of travelling and motifs.</i> - Beginning to show a change of pace and timing in their movements. - Uses the space provided to his maximum potential. 	<p>Key Vocabulary</p> <p>Straddle jump Shallow sitting dive Submerged Life saving Counter tension Routine</p>
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<ul style="list-style-type: none"> - Improvises with confidence, still demonstrating fluency across their sequence. - Modifies parts of a sequence as a result of self and peer evaluation. - Uses more complex dance vocabulary to compare and improve work. <p>Gymnastics</p> <ul style="list-style-type: none"> - Select and combine their skills, techniques and ideas. - Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. - Draw on what they know about strategy, tactics and composition when performing and evaluating. - Analyse and comment on skills and techniques and how these are applied in their own and others' work. - Uses more complex gym vocabulary to describe how to improve and refine performances. - Develops strength, technique and flexibility throughout performances. - Links skills with control, technique, co-ordination and fluency. - Understands composition by performing more complex sequences. - To follow keystone 3 floor, body and vault <p>Games</p> <ul style="list-style-type: none"> - Vary skills, actions and ideas and link these in ways that suit the games activity. - Shows confidence in using ball skills in various ways, and can link these together. - Uses skills with co-ordination, control and fluency. - Takes part in competitive games with a strong understanding of tactics and composition. - Can create their own games using knowledge and skills. - Can make suggestions as to what resources can be used to differentiate a game. - Apply basic skills for attacking and defending. - Uses running, jumping, throwing and catching in isolation and combination. <p>Athletics</p> <ul style="list-style-type: none"> - Beginning to build a variety of running techniques and use with confidence. - Can perform a running jump with more than one component. - <i>e.g. hop skip jump (triple jump)</i> - Beginning to record peers performances, and evaluate these. - Demonstrates accuracy and confidence in throwing and catching activities. - Describes good athletic performance using correct vocabulary. - Can use equipment safely and with good control. <p>Outdoor Adventurous Activities</p> <ul style="list-style-type: none"> - Develops strong listening skills. - Uses and interprets simple maps. - Think activities through and problem solve using general knowledge. - Choose and apply strategies to solve problems with support. - Discuss and work with others in a group. - Demonstrates an understanding of how to stay safe. <p>Swimming</p>	<p>16-32 count (dance) Fitness testing Cooper test Beep test Flexibility Circuits Leadership Determined Resilient Motivator Choreography</p>
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<ul style="list-style-type: none"> - Swims competently, confidently and proficiently over a distance of at least 25 metres - Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. - Performs safe self-rescue in different water-based situations. - To further advance gifted and talented with water safety award scheme <p>Evaluation</p> <ul style="list-style-type: none"> - Watches and describes performances accurately. - Learn from others how they can improve their skills. - Comment on tactics and techniques to help improve performances. - Make suggestions on how to improve their work, commenting on similarities and differences. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> - Can describe the effect exercise has on the body - Can explain the importance of exercise and a healthy lifestyle. - Understands the need to warm up and cool down. 	
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Year 6

<p>Dance</p> <ul style="list-style-type: none"> - Exaggerate dance movements and motifs (using expression when moving) - Performs with confidence, using a range of movement patterns. - Demonstrates a strong imagination when creating own dance sequences and motifs. - Demonstrates strong movements throughout a dance sequence. - Combines flexibility, techniques and movements to create a fluent sequence. - Moves appropriately and with the required style in relation to the stimulus. - <i>e.g using various levels, ways of travelling and motifs.</i> - Beginning to show a change of pace and timing in their movements. - Is able to move to the beat accurately in dance sequences. - Improvises with confidence, still demonstrating fluency across their sequence. - Dances with fluency, linking all movements and ensuring they flow. - Demonstrates consistent precision when performing dance sequences. - Modifies parts of a sequence as a result of self and peer evaluation. - Uses more complex dance vocabulary to compare and improve work. <p>Gymnastics</p> <ul style="list-style-type: none"> - Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. - Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. - Adapts sequences to include a partner or a small group. - Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. 	<p>Key Vocabulary</p> <p>48-64 count (dance)</p> <p>Counter balance Planning and delivering Read a game Solutions Consistently Accurately Communicate effectively Link skills Honesty Courage Technique Unison Endurance Hammer Triple jump High jump Sprint and long distance starts Relay changeover</p>
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- Draw on what they know about strategy, tactics and composition when performing and evaluating.
- Analyse and comment on skills and techniques and how these are applied in their own and others' work.
- Uses more complex gym vocabulary to describe how to improve and refine performances.
- Develops strength, technique and flexibility throughout performances.
- To continue to follow and master keystone 3 floor, body and vault.

Games

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together effectively.
- *e.g. dribbling, bouncing, kicking*
- Keeps possession of balls during games situations.
- Consistently uses skills with co-ordination, control and fluency.
- Takes part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Modifies competitive games.
- Compares and comments on skills to support creation of new games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply knowledge of skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and in combination.

Athletics

- Beginning to build a variety of running techniques and use with confidence.
- Can perform a running jump with more than one component.
- *e.g. hop skip jump (triple jump)*
- Beginning to record peers performances, and evaluate these.
- Demonstrates accuracy and confidence in throwing and catching activities.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good control.

Outdoor Adventurous Activities

- Develops strong listening skills.
- Uses and interprets simple maps.
- Think activities through and problem solve using general knowledge.
- Choose and apply strategies to solve problems with support.
- Discuss and work with others in a group.
- Demonstrates an understanding of how to stay safe.

Swimming

- Swims competently, confidently and proficiently over a distance of at least 25 metres
- Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Performs safe self-rescue in different water-based situations.



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<ul style="list-style-type: none">- To further advance gifted and talented with water safety award scheme <p>Evaluation</p> <ul style="list-style-type: none">- Watches and describes performances accurately.- Learn from others how they can improve their skills.- Comment on tactics and techniques to help improve performances.- Make suggestions on how to improve their work, commenting on similarities and differences. <p>Healthy Lifestyles</p> <ul style="list-style-type: none">- Can describe the effect exercise has on the body- Can explain the importance of exercise and a healthy lifestyle.- Understands the need to warm up and cool down.	
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