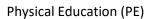


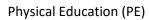
PHYSICAL EDUCATION						
BIG IDEAS	Не	ead	На	nd	He	art
Building Blocks	Leadership	Tactics & Strategy	Movement	Vocabulary	Healthy Lifestyle	Personal & Social
	Leadership	Tactics and strategy	Movement	Vocabulary	Healthy lifestyle	Personal and social

BIG IDEAS	HEAD	HAND	HEART
BUILDING BLOCKS	LEADERSHIP TACTICS AND STRATEGY	MOVEMENT VOCABULARY	HEALTHY LIFESTYLE PERSONAL AND SOCIAL
EYFS	Co-operate and problem solve with pairs and groups. Explore leader or follower work. Solve more complex tasks using skills learned.	Links to the EYFS Goals:  Physical Development Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination a strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus.	Links to the EYFS Goals:  Personal, Social and Emotional  Development  Show resilience and perseverance.  Think about the perspective of others.  Know and talk about the aspects that affect their overall health, such as regular exercise and healthy eating.  Communication and Language  Listen attentively and respond, participate in discussions, express ideas, and feelings.





Develop ball skills such as throwing for accuracy.  Expressive arts and design Perform and try to move in time with music, move and talk about music. Watch and talk about dance. Develop storylines.  Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over/under/on apparatus. Develop co-ordination and gross motor skills. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions. Travel with some control and co-ordination.  Understand basic changes exercise causes in the body. Participate in a variety of small group co-operative activities. Show an understanding of own feelings and others. Work and play co-operate and take turns. Work as an individual, in pairs and as a group. Play games and take turns. Link colours to feelings.
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Link simple balance, jump and travel actions.  Travel with some control and co-
actions.  Travel with some control and co-
Travel with some control and co-
ordination.
Change direction at speed through both
choice and instructions.
Explore balance and managing own
body including manipulating small
objects.
Stretch, reach and extend their bodies
in a variety of ways and positions.





Control body and perform specific	
movements on command.	
Demonstrate agility in a variety of	
games.	
Experiment with starting and stopping	
positions.	
Perform fast and slow movements.	
Show control to stop and perform	
actions.	
Perform a wide variety of dance actions	
both similar and contrasting.	
Copy, repeat and perform simple	
movement patterns.	
Send and receive objects with different	
body parts.	
Work with others to control objects in	
space.	
Travel over apparatus.	
Co-ordinate body parts such as hand-	
eye, foot-eye over a variety of activities	
and in different ways.	
Practice hop, step, jump sequence.	
Co-ordinate limbs to carry out defined	
movements and actions.	
Replicate bilateral movements.	
Play parachute games.	



YEAR 1	To recognise rules and apply them in	Move small objects using dominant and non-dominant hand. Push, hit, dribble. Use a baton to steer objects. Roll, spin, rotate, throw and catch hoops. Explore a variety of rolling, sliding and slithering. Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet.  • Begin to link running and	Co-operate with others to carry
	<ul> <li>competitive and cooperative games.</li> <li>Use and apply simple strategies for invasion games.</li> <li>Select and apply skills to beat the opposition.</li> <li>Distinguish between the roles of batters and fielders.</li> <li>Introduce the concept of simple tactics.</li> </ul>	<ul> <li>jumping.</li> <li>Learn and refine a range of running which includes varying pathways and speeds.</li> <li>Develop throwing techniques to send objects over long distances.</li> <li>Increase stamina and core strength needed to undertake athletics activities.</li> <li>Take part in a broad range of opportunities to extend strength, balance, agility and coordination.</li> <li>Respond to a range of stimuli and types of music.</li> </ul>	<ul> <li>out more complex tasks.</li> <li>Use thinking skills to follow multi step instructions.</li> <li>Solve more challenging problems as an individual.</li> <li>Comprehend that one thing can represent another.</li> <li>Take part in activities with increasing challenge to build confidence.</li> <li>Preparing for, and explaining the reasons why we enjoy exercise.</li> </ul>



<ul> <li>Explore space, direction, levels and speeds.</li> <li>Experiment creating actions and performing movements with different body parts.</li> <li>Able to build simple movement patterns from given actions.</li> <li>To practice basic movements including running, jumping, throwing and catching.</li> <li>To begin to engage in competitive activities.</li> <li>To experience opportunities to improve agility, balance and coordination.</li> <li>Able to hit objects with hand or bat.</li> <li>Track and retrieve a rolling ball.</li> <li>Throw and catch a variety of balls and objects.</li> <li>Able to send an object with increased confidence using hand or bat.</li> <li>Move towards a moving ball to return it.</li> </ul>
Move towards a moving ball to





		<ul> <li>To perform longer movement phrases and link with confidence.</li> </ul>	
YEAR 2	<ul> <li>Use searching skills to find given items from clues and pictures.</li> <li>Begin to choose specific tactics appropriate to the situation.</li> <li>To select and apply a small range of simple tactics.</li> <li>Work on a variety of ways to score runs in the different hit, catch, run games.</li> <li>Begin to play the role of wicketkeeper or backstop.</li> <li>Be able to make it difficult for their opponent to score a point.</li> </ul>	<ul> <li>Develop power, agility, coordination and balance over a variety of activities.</li> <li>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops.</li> <li>Can negotiate obstacles showing increased control of body and limbs.</li> <li>Improve running and jumping movements, work for sustained periods of time.</li> <li>Experience and improve on jumping for distance and height.</li> <li>Describe and explain how performers can transition and link shapes and balances.</li> <li>Perform basic actions with control and consistency at different speeds and on different levels.</li> <li>Perform using more sophisticated formations as well as an individual.</li> </ul>	<ul> <li>Reflect on activities and make connections between a healthy active lifestyle.</li> <li>Explore relationships through different dance formations.</li> <li>Explain the importance of emotion and feeling in dance.</li> <li>Work as part of a group to create and perform short movement sequences to music.</li> <li>Challenge themselves to move imaginatively responding to music.</li> <li>Challenge themselves to develop strength and flexibility.</li> <li>Work as a pair to navigate space. Recognise good quality in self and others.</li> <li>To work with others to build basic attacking play.</li> <li>Attempt to work as a team to field.</li> </ul>

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<ul> <li>Use the stimuli to copy, repeat and create dance actions and motifs.</li> <li>Describe and explain how performers can transition and link gymnastic elements.</li> <li>Perform basic actions with control and consistency at different speeds and levels.</li> <li>Refine and perform a range of point and patch balances.</li> <li>Develop body management through a range of floor exercises.</li> <li>Use and explore unusual equipment to develop coordination, problemsolving and motor skills.</li> <li>To develop hitting skills with a variety of bats.</li> <li>Practice feeding/bowling skills.</li> <li>Hit and run to score points in</li> </ul>
Can send a ball using feet and can receive a ball using feet.
Refine ways to control bodies and a range of equipment.



		<ul> <li>skills, e.g. dribbling and passing.</li> <li>Be able to track the path of a ball over a net and move towards it.</li> <li>Begin to hit and return a ball using hands and racquets with some consistency.</li> <li>Play modified net/wall games throwing, catching and sending over a net.</li> <li>Use core strength to link recognised gymnastics elements, e.g., back support and half twist.</li> <li>Attempt to use rhythm while performing a sequence.</li> </ul>	
YEAR 3	<ul> <li>Building improvisation skills to build a narrative around a theme.</li> <li>Delve deeper in to opposing dynamics.</li> <li>To build attacking/offensive play.</li> <li>Describe their work and use different strategies to solve problems.</li> <li>Lead others and be led.</li> <li>Identify and describe some rules of net/wall games.</li> <li>Play with some understanding of modified court boundaries.</li> </ul>	<ul> <li>Control movements and body actions in response to specific instructions.</li> <li>Demonstrate agility and speed.</li> <li>Jump for height and distance with control and balance.</li> <li>Throw with speed and power and apply appropriate force.</li> <li>Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme.</li> </ul>	<ul> <li>Perform using facial expressions.</li> <li>Work with others to solve problems.</li> <li>Differentiate between when a task is competitive and when it is collaborative.</li> <li>Work cooperatively with others to complete fielding tasks.</li> <li>Show understanding of how sitting volleyball is an inclusive game.</li> </ul>



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<ul> <li>Able to implement basic rules of modified games e.g. basketball.</li> <li>Use space efficiently to build an attack.</li> </ul>	<ul> <li>Practise different sections of a dance aiming to put together a performance.</li> <li>Perform with a prop.</li> <li>Consolidate and improve the quality of movements and gymnastics actions.</li> <li>Identify similarities and differences in sequences.</li> <li>Develop body management over a range of floor exercises.</li> <li>Attempt to bring explosive moves into floor work through jumps and leaps.</li> <li>Show increasing flexibility in shapes and balances.</li> <li>Relate strength and flexibility to the actions and movements they are performing.</li> <li>Modify actions independently using different pathways, directions and shapes.</li> <li>To use basic compositional ideas to improve sequence work.</li> <li>To be able to adhere to some of the basic rules of cricket of striking and fielding games.</li> </ul>	ı team.



		<ul> <li>To develop a range of skills to use in isolation and a competitive context.</li> <li>To use basic skills with more consistency including striking a bowled ball.</li> <li>To perform some basic invasion games skills, throwing, catching, kicking and dribbling.</li> <li>Able to show basic control skills including sending and receiving the ball.</li> <li>To send the ball with some accuracy to maintain possession and build attacking play.</li> <li>Develop motor skills to handle sticks with ease and improve agility.</li> <li>Show basic skills to maintain possession.</li> <li>Serve to begin a game.</li> <li>Explore forehand hitting.</li> </ul>	
YEAR 4	<ul> <li>Developing choreography and devising skills in relation to a theme.</li> <li>Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</li> </ul>	<ul> <li>Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.</li> <li>Using a variety of equipment, ways of measuring and timing,</li> </ul>	<ul> <li>Develop a dance to perform as a group with a set starting position.</li> <li>Exploring dynamic quality and formations to communicate character.</li> </ul>





- Apply a small range of tactics in a competitive situation.
- Evaluating skills, tactics and teamplay to aid improvement.
- Demonstrate different court positions in gameplay.
- Start to implement basic volley2s rules.
- Choose and use a range of simple tactics in isolation and in a game context.
- Plan and refine strategies to solve problems.
- Identify the relevance of and use maps, compass and symbols.

- comparing the effectiveness of different styles of runs, jumps and throws.
- Work to include freeze frames in routines.
- Practise and perform a variety of different formations in dance.
- To become increasingly competent and confident to perform skills more consistently.
- Able to perform in time with a partner and group.
- Independently use compositional ideas in sequences such as changes in height, speed and direction.
- Develop an increased range of body actions and shapes to include in a sequence.
- Define muscles groups needed to support the core of their body.
- Refine taking weight on small and large body parts, for example, hand and shoulder.

- Identify what they do well and suggest what they could do to improve.
- Work well in a team or group within defined and understood roles.



	<ul> <li>Demonstrate increased speed and endurance during game play.</li> <li>Consolidate existing skills and apply with consistency.</li> <li>Strike to ball with intent, use decision making attempt direction.</li> <li>Show an increase in confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting</li> <li>Develop a wider range of ball handling skills</li> <li>Use footwork rules in a game situation and explore basic marking.</li> <li>Passing over longer distance.</li> <li>Moving towards the ball to receive the pass.</li> <li>Pass and move with the ball as a team to build attacks.</li> <li>Explore and use different shots with both the forehand and backhand.</li> <li>Demonstrate different net/wall skills.</li> </ul>
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		<ul> <li>Practise some trick shots in isolation.</li> <li>Work to return the serve.</li> <li>Develop the range of striking and fielding skills they can apply in a competitive context.</li> </ul>	
YEAR 5	<ul> <li>Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.</li> <li>Take responsibility for own warm-up including remembering and repeating a variety of stretches.</li> <li>Take the lead in a group when preparing a sequence.</li> <li>Select and apply a range of tactics and techniques and play with consistency.</li> <li>To play effectively in a variety of positions and formations on the pitch.</li> <li>Relate a greater number of attacking and defensive tactics to gameplay.</li> <li>Select and apply appropriate skill in a game situation.</li> <li>Play effectively as a team in defence taking individual responsibility for your role.</li> <li>Navigate and solve problems from memory. Collaborate with a team to choose, use and adapt rules in games.</li> </ul>	<ul> <li>Sustain pace over short and longer distances such as running 100m and running for 2 minutes.</li> <li>Able to run as part of a relay team working at their maximum speed.</li> <li>Perform a range of jumps and throws demonstrating increasing power and accuracy.</li> <li>Perform different styles of dance fluently and clearly.</li> <li>Refine &amp; improve dances adapting them to include the use of space rhythm &amp; expression.</li> <li>Developing choreography and devising skills in relation to a theme.</li> <li>Create longer and more complex sequences and adapt performances.</li> </ul>	<ul> <li>Worked collaboratively in groups to compose simple dances.</li> <li>Recognise and comment on dances suggesting ideas for improvement.</li> <li>Exploring dynamic quality and formations to communicate character.</li> <li>Compare performances and judge strengths and areas for improvement.</li> <li>Select a component for improvement. For example - timing or flow.</li> <li>Use information given by others to improve performance.</li> <li>Explore ways of communicating in a range of challenging activities.</li> <li>Develop and use trust to complete the task and perform under pressure.</li> </ul>



#### Progression of Skills Document (PE Hub)

•	Develop further ways of playing with
	others cooperatively and in
	competition.

- Further, explore Tennis service rules.
- Perform more complex actions, shapes and balances with consistency.
- Develop symmetry individually, as a pair and in a small group.
- Use strength, agility and coordination when defending.
- Increase power and strength of passes, moving the ball accurately in a variety of situations.
- Become more skilful when performing movements at speed.
- Link together a range of skills and use in combination.
- Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance.
- Develop retrieving and returning the ball.
- Use different types of serves ingame and new shots learnt in games.
- Move confidently around the playing area using footwork techniques.

 Play with others to score and defend points in competitive games.



		<ul> <li>Introduce Volley shots and Overhead shots.</li> </ul>	
YEAR 6	<ul> <li>Lead group warm-up showing understanding of the need for strength and flexibility.</li> <li>Work independently and in small groups to make up own sequences.</li> <li>Arrange own apparatus to enhance work and vary compositional ideas.</li> <li>Combine own ideas with others to build sequences.</li> <li>Choose and implement a wider range of strategies to play defensively and offensively.</li> <li>Grasp more technical aspects of the game.</li> <li>Observe, recognise and analyse good individual and team performances.</li> <li>Suggest, plan and lead simple drills for given skills.</li> <li>Use set plays in game situation and explain when and why they are used.</li> <li>Switch effectively as a team between defence and attack.</li> <li>Undertake more complex tasks.</li> <li>Take responsibility for a role in a task.</li> </ul>	<ul> <li>Become confident and expert in a range of techniques and recognise their success.</li> <li>Apply strength and flexibility to a broad range of throwing, running and jumping activities.</li> <li>Accurately and confidently measure and time keep for both track and field events.</li> <li>Develop motifs and incorporate into self- composed dances as individuals, pairs &amp; groups</li> <li>Talk about different styles of dance with understanding, using appropriate language &amp; terminology</li> <li>Showing tension through pattern and formation</li> <li>Experience flight on and off of high apparatus.</li> <li>Perform increasingly complex sequences.</li> <li>Compose and practise actions and relate to music.</li> </ul>	<ul> <li>Work in collaboration and demonstrate improvement when working with self and others.</li> <li>Work collaboratively to include more complex compositional ideas.</li> <li>Developing group devices and greater use of teamwork.</li> <li>Demonstrating narrative through contact and relationships</li> <li>Show a desire to improve across a broad range of gymnastics actions.</li> <li>Use information given by others to complete tasks and work collaboratively.</li> </ul>

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- Use knowledge of PE and physical activities to suggest design ideas & amendments to games.
- Apply with consistency standard rules in a variety of different styles of games.
- Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.
- Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning.
- Play with fluency with a partner in doubles/partner scenarios.
- Begin to use full scoring systems
- Continue developing doubles play and tactics to improve.

- Demonstrate accuracy, consistency, and clarity of movement.
- Apply aspects of fitness to the game such as power, strength, agility and coordination.
- Combine and perform more complex skills at speed in games.
- Attempt a small range of shots in isolation and in competitive scenarios.
- Develop a wider range of shots.
- Develop backhand shots.

GOODRICH Goodrich Goldcrests

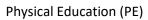
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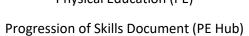
## Progression Journey: Fundamental Skills (Fundamentals, Fitness and Athletics)

NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.

NC: KS2: use running, jumping and throwing in isolation and in combination.

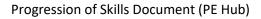
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Run and stop with	Attempt to run at	Show balance and co-	Show balance, co-	Demonstrate how and	Run at the appropriate	Demonstrate a
some control.	different speeds	ordination when	ordination and	when to speed up and	speed over longer	controlled running
	showing an awareness	running at different	technique when	slow down when	distances or for longer	technique using the
	of technique.	speeds.	running at different	running.	periods of time.	appropriate speed
Explore skipping as a			speeds, stopping with			over longer distances
travelling action.			control.			or for longer periods of
	Begin to link running	Link running and		Link hopping and	Show control at take-	time.
	and jumping	jumping movements		jumping actions with	off and landing in more	
Jump and hop with	movements with some	with some control and	Link running, hopping	some control.	complex jumping	
bent knees.	control.	balance.	and jumping actions		activities.	Link running, jumping
			using different take			and hopping actions
			offs and landing.	Jump for distance and		with greater control
Throwing larger balls	Jump, lean and hop,	Show hopping and		height showing	Perform a range of	and co-ordination.
and beanbags into	choosing which allows	jumping movements		balance and control.	more complex jumps	
space.	them to jump the	with some balance and	Jump for distance and		showing some	
	furthest.	control.	height with an		technique.	







Balance whilst	Throw towards a	Change technique to	awareness of	Throw with some	Show accuracy and	Perform jumps for
stationary and on the	target.	throw for distance.	technique.	accuracy and power	power when throwing	height and distance
move.				towards a target area.	for distance.	using good technique.
	Show some control	Show control and	Throw a variety of			
Change direction at a	and balance when	balance when	objects, changing	Demonstrate good	Demonstrate good	Show accuracy and
slow pace.	travelling at different	travelling at different	action for accuracy and	balance when	balance and control	good technique when
,	speeds.	speeds.	distance.	performing other	when performing	throwing for distance.
				fundamental skills.	other fundamental	
Explore moving					skills.	
different body parts	Begin to show balance	Demonstrates balance	Demonstrate balance			Show fluency and
together.	and co-ordination	and co-ordination	when performing	Show balance when		control when
	when changing	when changing	other fundamental	changing direction at	Demonstrate improved	travelling, landing,
	direction.	direction.	skills.	speed in combination	body posture and	stopping and changing
				with other skills.	speed when changing	direction.
					direction.	
	Use co-ordination with	Perform actions with	Show balance when			
	and without	increased control	changing direction in	Begin to co-ordinate		Change direction with
	equipment.	when co-ordinating	combination with	their body at speed in	Can co-ordinate a	a fluent action and can
		their body with and	other skills.	response to a task.	range of body parts at	transition smoothly
		without equipment.			increased speed.	between varying
			Can co-ordinate their			speeds.
			bodies with increased			
			consistency in a variety			Can co-ordinate a
			of activities.			range of body parts
			J. delivities.			with a fluent action at
						a speed appropriate to
						the challenge.



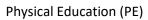


### **Progression Journey: Games (all games units)**

NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

NC: KS2: use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drop and catch with	Drop and catch a ball	Dribble a ball with two	Dribble the ball with	Link dribbling the ball	Use dribbling to	Use dribbling to
two hands.	after one bounce on	hands on the move.	one hand with some	with other actions and	change the direction of	change the direction of
	the move.		control in game	increasing control.	play with some control	play with control
			situations.		under pressure.	under pressure.
Move a ball with feet.		Dribble a ball with				
	Move a ball using	some success, stopping		Change direction when		
	different parts of the	it when required.	Dribble a ball with feet	dribbling with feet	Dribble with feet with	Use a variety of
Throw and roll a	foot.		with some control in	with some control in	some control under	dribbling techniques to
variety of beanbags			game situations.	game situations.	increasing pressure.	maintain possession
and larger balls into a		Throw and roll towards				under pressure.
space.	Throw and roll towards	a target using varying				
	a target with some	techniques with some	Use a variety of	Use a variety of	Use a variety of	
	varying techniques.	success.	throwing techniques in	throwing techniques	throwing techniques	Use a variety of
Kick larger balls into a			game situations.	with increasing success	with some control	throwing techniques
space.				in game situations.	under increasing	including fake passes
	Kick towards a	Show balance when			pressure.	to outwit an opponent.
	stationary target.	kicking towards a	Catch a ball passed to			
		target.	them using one and			







Stop a beanbag or			two hands with some	Kick with increasing	Use a variety of kicking	Select and apply the
large ball sent to them using their hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	success.  Receive a ball sent to	success in game situations.	techniques with some control under increasing pressure.	appropriate kicking technique with control.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	them using different parts of the foot.  Strike a ball with	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game	Catch and intercept a ball using one or two hands with increasing success in game
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	varying techniques.	Receive a ball using different parts of the	situations.	situations.
Run and stop when instructed.  Move around showing	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance	Change direction with increasing speed in game situations.	foot under pressure.  Strike a ball using varying techniques	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
limited awareness of others.	Recognise space in relations to others.	and control.  Move to space to help score goals or limit	Use space with some success in game situations.	with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	others scoring.  Use simple tactics.	Use simple tactics individually and within a team.	Change direction to lose an opponent with some success.	success under pressure.	under pressure.  Confidently change
					Use a variety of techniques to change	direction to



		Create and use space with some success in game situations.	direction to lose an opponent.	successfully outwit an opponent.
		Use simple tactics to help their team score or gain possession.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
			Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

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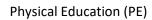


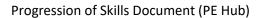
### **Progression Journey: Dance**

NC KS1: perform dances using simple movement patterns.

NC KS2: perform dances using a range of movement patterns.

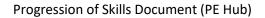
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Copy basic body	Copy, remember and	Copy, remember and	Copy, remember and	Copy, remember and	Accurately copy and	Perform dances
actions and rhythms.	repeat actions.	repeat a series of	perform a dance	adapt set	repeat set	confidently and
		actions.	phrase.	choreography.	choreography in	fluently with accuracy
					different styles of	and good timing.
Choose and use	Choose actions for an				dance showing a good	
travelling actions,	idea.	Select from a wider	Create short dance	Choreograph	sense of timing.	
shapes and balances.		range of actions in	phrases that	considering structure		Work creatively and
		relation to a stimulus.	communicate an idea.	individually, with a		imaginatively
	Use changes of			partner and in a group.	Choreograph phrases	individually, with a
Travel in different	direction, speed and				individually and with	partner and in a group
pathways using the	levels with guidance.	Use pathways, levels,	Use canon, unison and		others, considering	to choreograph longer
space around them.		shapes, directions,	formation to represent	Use action and	actions, dynamics,	phrases and structure
		speeds and timing with	an idea.	reaction to represent	space and	dance considering
	Show some sense of	guidance.		an idea.	relationships in	actions, space,
Begin to use dynamics	dynamic and				response to stimulus.	relationship and
and expression with	expressive qualities.		Match dynamic and			dynamics in relation to
guidance.		Use mirroring and	expressive qualities to	Change dynamics to		a theme.
		unison when	a range of ideas.	express changes in	Confidently perform	
	Begin to use counts.			character or narrative.	choosing appropriate	







dynamics and expression.  Use counts with help to stay in time with the music.  Use counts with the music.  Use counts with help to stay in time with the music.  Use counts when choreographing and performing to improve the quality of work.
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### **Progression Journey: Gymnastics**

NC: KS1: master basic movements as well as developing balance, agility and co-ordination.

NC: KS2: develop flexibility, strength, technique, control and balance.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Create shapes showing	Perform balances	Perform balances on	Complete balances	Use body tension to	Show increasing	Combine and perform
	a basic level of stillness	making their body	different body parts	with increasing	perform balances both	control and balance	more complex
	using different parts of	tense, stretched and	with some control and	stability, control and	individually and with a	when moving from one	balances with control,
-	their bodies.	curled.	balance.	technique.	partner.	balance to another.	technique and fluency.
	Begin to take weight	Take body weight on	Take body weight on	Demonstrate some	Demonstrate	Use strength to	Demonstrate more
	on different body	hands for short periods	different body parts,	strength and control	increasing strength,	improve the quality of	complex actions with a
	parts.	of time.	with and without	when taking weight on	control and technique	an action and the	good level of strength
			apparatus.	different body parts	when taking own and	range of actions	and technique.
				for longer periods of	others weight.	available.	
	Show shapes and	Demonstrate poses		time.			
1	actions that stretch	and movements that	Show increased				Confidently transition
-	their bodies.	challenge their	awareness of		Demonstrate increased	Use flexibility to	from one action to
		flexibility.	extension and	Demonstrate increased	flexibility and	improve the quality of	another showing
			flexibility in actions.	flexibility and	extension in more	the actions they	appropriate control
1	Copy and link simple			extension in their	challenging actions.	perform as well as the	and extension for the
	actions together.			actions.			

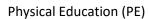
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Remember, repeat link simple actions together.	repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	actions they choose to link them.  Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	complexity of the action.  Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
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## **Progression Journey: Outdoor Adventurous Activity**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Follow simple	Follow instructions.	Follow instructions	Follow instructions	Accurately follow	Use clear	Communicate with
instructions.		accurately.	from a peer and give	instructions given by a	communication when	others clearly and
			simple instructions.	peer and give clear and	working in a group and	effectively when under
	Begin to work with a			usable instructions to a	taking on different	pressure.
Share their ideas with	partner and a small	Work co-operatively		peer.	roles.	
others.  Explore activities making own decisions in response to a task.	group.  Understand the rules of the game and	with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others	Begin to lead other, providing clear instructions.	Confident to lead others and show consideration of including all within a group.







Make decisions about where to move in space.  Follow a path.  Begin to identify personal success.	suggest ideas to solve simple tasks.  Copy a simple diagram/map.  Identify own and others success.	Try different ideas to solve a task.  Follow and create a simple diagram/map.  Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Plan and attempt to apply strategies to solve problems.  Orientate and follow a diagram/map.  Reflect on when and why challenges are solved successfully and use others' success to	before deciding on the best approach.  Plan and apply strategies to solve problems.  Identify key symbols on a map and use a key to help navigate around a grid.	Plan and apply strategies with others to more complex challenges.  Orientate a map confidently using it to navigate around a course.  Explain why a particular strategy worked and alter	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.  Confidently and efficiently orientate a map, identifying key features to navigate around a course.
	•	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	particular strategy worked and alter methods to improve.	ŭ		

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## **Progression Journey: Swimming**

<u>Beginners</u>	<u>Intermediate</u>	<u>Advanced</u>
<ul> <li>Swim short distances unaided between 5 and 20 metres using consistent stroke.</li> <li>Propel themselves over longer distances with the assistance of swimming aids.</li> <li>Move with more confidence in the water including submerging themselves fully.</li> <li>Enter and exit the water independently.</li> </ul>	<ul> <li>Swim over greater distances, between 10 and 20 metres with confidence in shallow water.</li> <li>Begin to use basic swimming techniques including correct arm and leg action.</li> <li>Explore and use basic breathing patterns.</li> <li>Enter and exit the water in a variety of ways.</li> <li>Take part in problem-solving activities such as group floats and team challenges.</li> </ul>	<ul> <li>Bring control and fluency to at least two recognised strokes.</li> <li>Implement good breathing technique to allow for smooth stroke patterns.</li> <li>Attempt personal survival techniques as an individual and group with success.</li> <li>Link lengths together with turns and attempt tumble turn in isolation and during a stroke.</li> </ul>





## **Progression Journey: Wellbeing**

Key Stage 1	Key Stage 2
<ul> <li>Know how to work as part of a team.</li> <li>How to throw and catch accurately.</li> <li>How to perform breathing exercises to be mindful.</li> <li>Understand how yoga is good for wellbeing.</li> <li>Know how to connect with others to complete tasks.</li> <li>To have confidence to improvise actions.</li> <li>Be able to notice their surroundings.</li> </ul>	<ul> <li>Know how to be a leader within a team.</li> <li>How to throw and catch accurately.</li> <li>Understand how breathing exercises can help someone be mindful.</li> <li>Understand how yoga is good for wellbeing.</li> <li>Know how to connect with others to complete tasks with increased success.</li> <li>To have confidence to improvise actions.</li> <li>Be able to notice changes in their surroundings and what maybe causing them.</li> </ul>