



## *PE and Sport Progression Plan Years 1 – 6*

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Team Games</b>	Negotiating space when racing and chasing, adjusting speed or changing direction to avoid obstacles.	Pass a beanbag or tag in a team game, working collaboratively.	Create own games, adapting rules and understanding warm ups and cool downs.	Follow rules to play more challenging team games.	Explain, evaluate and develop ideas and plans for a game that includes a scoring system.	Use and adapt tactics, choosing the most effective one for different situations.
<b>Sending and striking</b>	Pat, throw, kick, stop and sometimes catch a ball.	Stop or catch a projectile, such as a bean bag or ball, and hit with a bat or racket.	Keep control of ball- based equipment working effectively as part of a team.	Throw, catch, strike and field a ball with control and accuracy.	Use different techniques and skills to pass, dribble, travel and shoot in ball games.	To use combinations of sending and striking skills confidently and accurately.
<b>Strategy</b>	Accurately shadow a partner's movements.	Use a range of simple tactics to aid attacking and defending.	Choose tactics or strategies to cause problems for the opposition.	Work effectively, as part of a team, choosing an appropriate strategy or tactics to cause problems for the opposition.	Mark an opposing player or players, preventing them from gaining possession.	Apply tactical knowledge effectively in attacking and defending situations.
<b>Dance</b>	Create simple movement patterns, showing awareness of rhythm.	Perform movements to express ideas, emotions or feelings and repeat dance phrases.	Compare, develop and adapt movements and motifs to create movement.	Improvise and move with precision, control and fluency in response to a range of stimuli.	Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.	Move in time to music, creating movements that express the meaning and mood of the piece.
<b>Athletics</b>	Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction.	Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet.	Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with a run up.	Run with pace over longer distances and for more extended periods.	Explain how power and stamina is developed and how this improves performance.	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance.
<b>Gymnastics</b>	Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words.	Balance and move over, under and through apparatus, creating a variety of shapes with the body and show a well – performed move.	Vary height and speed in a sequence of gymnastic movements.	Combine movements, actions and balances, individually or collaboratively, to create a fluid routine.	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength.	Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence.
<b>Outdoor/adventurous</b>	Follow a simple route around the school grounds or a given outdoor space.	Move over, under and through spaces and obstacles outdoors.	Work effectively as part of a team to safely navigate to familiar places, solving	Respond positively to increased challenges and	Plan routes and orientate maps, responding positively to increasing challenges,	Lead groups in problem solving, analysing their own effectiveness as a team leader.



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			problems and evaluating their performance.	other team members, showing ability to listen to feedback.	listening to feedback and evaluating their role.	
<b>Swimming – Children go swimming in Year 4. The following is a progression of skills.</b>						
	Become confident in the water with an aid.	Swim 5/10 metres unaided.	Move around the water, above and below, confidently.	Swim between 25 and 50 metres unaided, performing more than one stroke. Use breathing and survival techniques. <b>National Curriculum level.</b>	Swim between 50 and 100 metres using three strokes. Show problem solving approach to survival.	Swim over 100 metres, using three strokes and perform a range of survival techniques.