



PE PROGRESSION DOCUMENT



By the end of year 6 children at St Peter's School should demonstrate the following essential characteristics in PE:

- By the end of year 6 children at St Peter's should demonstrate the following essential characteristics of historians:
- A love of sport
- A knowledge of why sport and fitness is important to physical and mental well being (making links with science)
- Find a sport that they love and want to carry on outside of school
- Make progress with a range of skills and techniques in a number of sports.
- Be able to swim 25 meters unaided
- Have represented the school in at least one sport.
- Be able to run a mile without stopping

GYMNASTICS	EYFS	KS1		LOWER KS2		UPPER KS2	
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Able to balance on one leg, hop and skip with increasing control. Can create different body shapes. Able to jump and land appropriately. Able to use a wide balance beam (using arms for balance support) Begin to understand how to move and carry equipment safely. Able to move body in a variety of ways including rolling, sliding, crawling, stretching.</p>	<p>Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump confidently Can use equipment safely Balances with more control Can link 2-3 simple movements</p>	<p>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 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</p>	<p>I can copy, remember, explore and repeat simple actions varying speed and levels. I am beginning to select and construct basic sequences. I am beginning to identify the differences between my performance and that of others. I understand the need for a warm-up and cool down, and what is happening to my body during exercise. Gymnastic skills – Teddy bear roll, balance and travel along a bench, arabesque, log roll, travel along beam, shaped jump from floor, "v" sit balance, hold weight on hands using apparatus.</p>	<p>I can copy, mostly remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination. I can perform compositional ideas in a sequence alone and in small groups. I can describe my own and others work noting similarities and differences. I can make suggestions for improvements. I understand working safely, I recognise changes in my body and can give reasons why PE is good for health. Gymnastic skills – Cartwheel, hold a bridge, donkey kick, shoulder stand, shoulder roll, balance on beam and perform a shaped jump from apparatus.</p>	<p>I can copy, mostly remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination I can perform compositional ideas in a sequence alone & in small groups I can describe my own & others work noting similarities & differences. I can make suggestions for improvements I understand working safely; I recognise changes in my body and can give reasons why PE is good for Health Gymnastic Skills:-Teddy Bear roll, bunny hops along a bench, arabesque, log roll, travel along beam, shaped jump from floor, shoulder stand, partner counter balance</p>	<p>I can link ideas, skills & techniques with control, precision & fluency when performing basic skills I can make up longer, more complex sequences, including changes of direction, level and speed & perform alone or in small groups to an audience I am aware of factors influencing the quality of a performance and I can suggest aspects that need improving I can demonstrate specific aspects of warm-up & describe effects of exercise on the body Gymnastic Skills own:- Cartwheel, Round-off, Handstand, forward roll, balance on beam, shaped jump from apparatus, simple weight bearing partner balance</p>

INVASION GAMES	EFYS	KS1		LOWER KS2		UPPER KS2	
		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Can negotiate space when playing chasing games. Can travel in a variety of ways including running and jumping.</p> <p>Begin to develop simple ball skills- throwing, catching, rolling ,bouncing and kicking.</p>	<p>Can travel in a variety of ways including running and jumping. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games</p> <p>Can travel in a variety of ways including running and jumping. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games</p>	<p>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 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>	<p>Can stop / catch a ball with control Use a variety of simple tactics to keep possession of the ball as a team and can get in to position to score. Beginning to understand the need to defend as well as attack Know some rules of games Understand why it is important to Warm-up & that games make you use your muscles and gets your heart pumping faster. Lead a partner through a short warm-up routine Talk about differences between my own and others performances and suggest improvements</p>	<p>I can control and catch a ball with movement I can accurately pass to someone else & I can move with a ball (unihoc / football) I am beginning to influence opposed conditioned game Beginning to understand the rules of some Games Can give reasons why warming up is important and why physical activity is good for your health Recognise their own and others' strengths and weaknesses in games Suggest ideas that will improve performance</p>	<p>Pass, control, dribble and shoot the ball with some accuracy, when they are not under pressure Beginning to influence opposed conditioned game Use some tactics in attack Play in a position in a team Use some defending ideas Carry out parts of warm ups effectively Suggest some ideas for warm-up routines Choose and practise some skills to improve their play</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in games Can take part in a conditioned game with understanding of tactics and rules Apply basic principles of team play to keep possession of the ball Use marking, tackling and/or interception to improve their defence Play effectively as part of a team Know what position they are playing in and how to contribute when attacking and defending Plan practices and warm ups to get ready for playing safely Recognise their own and others' strengths and weaknesses in games Suggest ideas that will improve performance</p>
SWIMMING	EFYS	KS1		LOWER KS2		UPPER KS2	
	UW	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5 SELF RESCUE	YEAR 6
	<p>Enter the water safely using steps. Move forwards, backwards and sideways for a distance . Scoop the water to wash face and hair and be at</p>	<p>Enter the water safely (using steps, swivel entry or a jump) Move into a stretched floating position using aids, equipment or support</p>	<p>Jump in from the side and submerge (minimum depth 0.9 metres). Fully submerge to pick up an object Push from wall and glide on the front and back.</p>	<p>Enter the water safely (using steps, swivel entry or a jump). Perform a tuck float for five seconds. Perform a sequence of changing shapes (minimum of three)</p>	<p>Enter the water safely from a jump Kick 25 metres backstroke (one item of equipment may be used). Kick 25 metres on the front (one item of equipment may be used).</p>	<p>Perform 3 different jumps into deep water (one must be a straddle jump). Perform a horizontal stationary scull on the back.</p>	<p>Enter the water safely Submerge to pick up an object from the pool floor (full reach depth) Swim 10 metres front crawl, breaststroke or backstroke (two out of three must be chosen).</p>

	<p>ease with water showered from overhead</p> <p>Blow bubbles with nose and mouth submerged</p> <p>Demonstrate an understanding of pool rules</p> <p>Learn about water safety in other areas such as the beach.</p> <p>Travel horizontal and or vertical axis for a distance across the pool</p> <p>Move into a stretched floating position using aids, equipment or support</p> <p>Exit the water safely</p>	<p>Regain an upright position from floating on the front</p> <p>Regain an upright position from floating on the back</p> <p>Push and glide in a horizontal position to or from the pool wall</p> <p>Travel on the front and back for a distance of five metres where possible (taught using blabt)</p> <p>Have an understanding of the water safety code</p> <p>Exit the water safely</p>	<p>Push and glide from the wall to the pool floor.</p> <p>Perform a rotation from the front to the back and regain an upright position.</p> <p>Perform a rotation from the back to the front and regain an upright position.</p> <p>Answer three questions on the water safety code.</p> <p>Travel 10 metres on the front and 10 metres on the back. (BLABT teaching)</p> <p>Exit the water safely</p>	<p>whilst floating at the surface.</p> <p>Push and glide from the front with arms extended and log roll onto the back.</p> <p>Push and glide from the back with arms extended and log roll onto the front.</p> <p>Travel on the front, tuck to rotate around the horizontal axis to return on the back.</p> <p>Travel 25 metres on the front and 25 metres on the back. Over arm recovery</p> <p>Demonstrate an action for getting help (can be performed in shallow or deep water).</p> <p>Exit the water safely without the use of steps.</p>	<p>Kick 25 metres breaststroke on the front or back (one item of equipment may be used).</p> <p>Travel on the back and roll in one continuous movement to the front.</p> <p>Travel on the front and roll in one continuous movement to the back.</p> <p>Swim as far as possible in a set time (own choice of stroke).</p> <p>Perform a shout and signal rescue.</p> <p>Exit the water safely.</p>	<p>Perform a head first sculling action for 5 metres</p> <p>Perform a feet first sculling action for 5 metres.</p> <p>Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.</p> <p>Tread water for 30 seconds.</p> <p>Perform a handstand and hold for a minimum of 3 seconds.</p> <p>Perform a forward somersault, tucked in the water. Swim 10 metres in clothes.</p> <p>Exit the water safely without the use of steps.</p> <p>Discuss as a group when the above skills might be used to self rescue in different situations.</p> <p>Swim 10 metres retaining a floating object.</p> <p>Demonstrate the HELP position.</p> <p>Float or scull waving one arm and shout for help.</p>	<p>Good stroke standard</p> <p>attempt correct breathing practices</p> <p>Swim 25 metres (own choice of stroke).</p> <p>Take part in a game of mini polo.</p> <p>In groups of three or more perform a movement sequence of one minute incorporating a number of different skills e.g. Treading water, floating, rotation.</p> <p>Exit the water safely.</p> <p>In</p> <p>Discuss in your group the tactics and skills used and evaluate.</p>
--	---	---	--	---	---	--	--

DANCE	EYFS	KS1		LOWER KS2		UPPER KS2	
	UW	YEAR 1	YEAR 2	YEAR 3	Year 4	YEAR 5	YEAR 6
	<p>Can respond to music with movement.</p> <ul style="list-style-type: none"> • Link some actions together to form a short sequence. • Begins to move from one movement to another. • Remember and perform a short dance phrase. • Step and move with a simple beat. • Take off and land safely when jumping with control and balance. • Begins to hold positions with control and stillness. 	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p> <p>Come up with and demonstrate ways of using their body to represent animal movements.</p> <ul style="list-style-type: none"> • Know that their breathing rate increases during exercise. 	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p> <ul style="list-style-type: none"> • Watch others perform and describe what they 	<p>Describe what unison is and give examples.</p> <ul style="list-style-type: none"> • Explain what canon is and give examples. • Perform different movements at different speeds according to the idea they are trying to communicate. • Describe how different speeds improve the performance. • Describe and give examples of 'push and pull' and 'over and under' movements 	<p>Describe the benefits of a cool down, including the importance of stretching, relaxing and breathing.</p> <ul style="list-style-type: none"> • Give a brief description of the history and origin of the different dance styles studied. • Describe shapes and movements created and the speed at which they are performed for each dance style • Identify the location of the main joints. • Make simple suggestions to improve 	<p>Give and demonstrate examples movement ideas which can be incorporated into a dance warm up.</p> <ul style="list-style-type: none"> • Know where the different dance styles originated (location and time frame). • Identify similarities and differences between the difference dance styles studied. • Analyse and improve their own and others performances. 	<p>Understand the word unison and canon are and demonstrate these</p> <p>Perform actions correctly and analyse to find improvements.</p> <ul style="list-style-type: none"> • Understand the different joints mobilised joining certain movements. • Create expression and emotion through dance moves. • Understand and explain the impact of slow and fast movements in dance and to perform

	<ul style="list-style-type: none"> Developing how to show softness and gentleness in their movements when required. Adjust the speed of their travel and carry out movements with increasing control. 	<ul style="list-style-type: none"> Describe how dance makes them feel. Perform a short routine in small groups. 	see (what they like / don't like). <ul style="list-style-type: none"> Compare feelings and emotions different movements and speeds are creating. Know what heart rate, breathing rate and body temperature mean 		their own and others' work <ul style="list-style-type: none"> Perform movements with accuracy and timing. Know the location of key muscles within the body. Know what the heart rate is and why it needs to increase during exercise 	<ul style="list-style-type: none"> Adapt given dance movements and make them their own Identify different emotions which can be portrayed through dance. Explain how and why warm ups need to gradually increase in intensity 	movements. at different speeds for effect <ul style="list-style-type: none"> Create, perform and analyse dance sequences and movements in different size groups.
ATHELETICS	EYFS	KS1		LOWER KS2		UPPER KS2	
		YEAR 1	YEAR 2	YEAR 3	Year 4	YEAR 5	YEAR 6
	Can coordinate their bodies Can run safely negotiating space. Can change speed and direction. Can jump and land appropriately. Developing hand eye coordination. Begins to throw and catch.	Can run at different speeds. 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	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. preparation for shot put and javelin Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Run 400m 2.00 secs or less Sprint 50m 11.6 secs or less Long Jump 2.15m or more Standing Long Jump- 1.15m or more High Jump 57 cm Soft Javelin 7m I can recognize and describe different athletic techniques. I can cooperate when working in small groups to meet challenges. I can recognise a change in heart rate, & temperature during exercise.	I can control and catch a ball with movement I can accurately pass to someone else & I can move with a ball (unihoc / football) I am beginning to influence opposed conditioned game Beginning to understand the rules of some Games Can give reasons why warming up is important and why physical activity is good for your health Recognise their own and others' strengths and weaknesses in games Suggest ideas that will improve performance	Run 600m 3.10 secs or less Sprint 75m 14.7 secs or less Long Jump 2.15m or more Standing Long Jump- 1.5m or more High Jump 60cm Soft Javelin 7m I have a good understanding of the technique required for some athletic events I can recognise which athletic activities need more power & stamina to improve performance I can record with some accuracy an athlete's performance I can recognise a change in heart rate, temperature and breathing rate	Run 600m 2.27 secs or less Sprint 75m 12.3 secs or less Long Jump 2.90m or more Standing Long Jump- 1.55m or more High Jump 95cm Soft Javelin 12m I can demonstrate accuracy & technique in a range of throwing & jumping actions I can identify and explain a good Athletic performance. I can record & measure an Athletic event well I can describe the changes in their body when running, jumping and throwing.