PE Progression Plan

**Games**

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| **Year 1** | **Year 2** |
| Children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They have an opportunity to play one against one, one against two and one against three. | Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points. |

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Invasion (Basketball, football and hockey)** | Children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding and using space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills. | Children lean simple attacking tactics using a range of equipment and skills and start to think about how to organise themselves to defend their goals. They start by playing small, uneven-sided games, and move on to even sided games. | Children develop skilful attacking and team play. They learn how to work well as a team when attacking, explore a range of ways to defend. | Children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to defend. |
| **Striking and fielding (cricket and rounders)** | Children learn how to send or strike a ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters’ scores down. | | Children develop the range and quality of their skills and understanding. They learn how to play the different roles of bowler, wicket-keeper, backstop, fielder and batter. | |
| **Netball** | Children develop the ability to find and use space. They use a range of equipment to develop their throwing, catching and movement skills. Children learn to outwit their opponents through applying simple choices and decisions. | Children develop movement and ball handling skills. They learn simple attacking tactics as part of a small team and start to think about how to organise themselves to defend their goal. They play with a basic court set-up and rules for High 5 Netball. | Children develop skilful attacking and team play. They explore different ways to defend. Children have a good understanding of the High 5 Netball rules and begin to apply tactics to outwit their opponents. | Children improve their attacking and defending play. They are able to play High 5 Netball and can apply tactics and strategies to be successful in a team performance. |
| **Tag Rugby** | Children lean how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within a match scenario. | | Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within accuracy and precision in both an individual and team based scenario. | |
| **Tennis** | Children focus on developing the skills they need for net games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. | | Children develop the range and quality of their skills when playing tennis. They also learn specific tactics and skills for tennis. | |

**Gymnastics**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Children investigate movement, stillness and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They then copy or create, remember and repeat, short movement phrases of ‘like’ linked actions, e.g. two jumps, or two rolls. | Children focus on increasing their range of basic gymnastic skills. They create simple sequences of ‘unlike’ actions on the floor, e.g. a roll, jump and a shape. They then incorporate basic skills into rhythmic gymnastics. | Children focus on improving the quality of their movement, e.g. by stretching fingers and pointing toes, to help them produce tension and extension. They plan and perform sequences of contrasting actions and develop flow by linking actions smoothly and planning variations in speed. | Children create sequences that include changes of level and speed and focus on using different body shapes clearly. They work mostly with a partner on in a small group, additionally incorporating hand apparatus. | Children create longer sequences to perform for an audience. They learn a wider range of actions and explore more difficult ways to perform. | Children use their knowledge of compositional principles, e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience. |

**Dance**

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| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Children will focus on special awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance and coordination skills. They create and repeat a variety of short dances inspired by a range of stimuli. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of different dances through a choice of themes. | To explore, remember, repeat and link a range of actions with coordination and control. Children compose and perform dance phrases and short dances that express and communicate moods, ideas feelings. They work individually, in pairs, small groups and as a whole class. They will develop an awareness of the historical and cultural origins of different dances through a choice of themes. | In this unit children perform dances, focusing on crating, adapting and linking a range of dance actions. They will begin to demonstrate an awareness of the expressive qualities of dance. These are inspired by a range of stimuli. They work individually, in pairs, groups and as a whole class. They will develop an awareness of the historical and cultural origins of different dances through a choice of themes. | In this unit children focus on creating character and narrative through movement and gesture. They gain inspiration from a range of stimuli. Children |  |  |