



St Paul's Physical Education Progression Statements

Physical Education Intent Statement

At St Paul's CE Primary school we will "Start children off on the way they should go..." by enabling children to:

- develop the competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Physical Education: Fundamental Movement Skills (fundamentals, fitness and athletics)

EYFS:

Run and stop with some control.
Explore skipping as a travelling action.
Jump and hop with bent knees.
Throw larger ball and beanbags into space.
Balance whilst stationary and on the move.
Change direction at a slow pace.
Explore moving different body parts together.

Year 1:

Attempt to run at different speeds showing an awareness of technique.
Begin to link running and jumping movements with some control.
Jump, leap and hop and choosing which allows them to jump the furthest.
Throw towards a target.
Show some control and balance when travelling at different speeds.
Begin to show balance and co-ordination when changing direction.
Use co-ordination with and without equipment.

Year 4:

Demonstrate how and when to speed up and slow down when running.
Link hopping and jumping actions with some control.
Jump for distance and height showing balance and control.
Throw with some accuracy and power towards a target area.
Demonstrate good balance when performing other fundamental skills.
Show balance when changing direction at speed in combination with other skills.
Begin to co-ordinate their body at speed in response to a task.

Year 3:

Show balance, coordination and technique when running at different speeds, stopping with control.
Link running, hopping and jumping actions using different take offs and landing.
Jump for distance and height with an awareness of technique.
Throw a variety of objects, changing action for accuracy and distance.
Demonstrate balance when performing other fundamental skills.
Show balance when changing direction in combination with other skills.
Can co-ordinate their bodies with increased consistency in a variety of activities.

Year 2:

Show balance and coordination when running at different speeds.
Link running and jumping movements with some control and balance.
Show hopping and jumping movements with some balance and control.
Change technique to throw for distance.
Show control and balance when travelling at different speeds.
Demonstrates balance and co-ordination when changing direction.
Perform actions with increased control when co-ordinating their body with and without equipment.

Year 5:

Run at the appropriate speed over longer distances or for longer periods of time.
Show control at takeoff and landing in more complex jumping activities.
Perform a range of more complex jumps showing some technique.
Show accuracy and power when throwing for distance.
Demonstrate good balance and control when performing other fundamental skills.
Demonstrate improved body posture and speed when changing direction.
Can co-ordinate a range of body parts at increased speed.

Year 6:

Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Link running, jumping and hopping actions with greater control and co-ordination
Perform jumps for height and distance using good technique
Show accuracy and good technique when throwing for distance.
Show fluency and control when travelling, landing, stopping and changing direction.
Change direction with a fluent action and can transition smoothly between varying speeds.
Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Year 7 (from main feeder school):

Develop the physical, cognitive, social and affective areas for each individual.

Physical Education: Dance

EYFS:

Copy basic body actions and rhythms.
Choose and use travelling actions, shapes and balances.
Travel in different pathways using the space around.
Begin to use dynamics and expression with guidance.
Begin to count to music.

Year 1:

Copy, remember and repeat actions.
Choose actions for an idea.
Use changes of direction, speed and levels with guidance.
Show some sense of dynamics and expressive qualities.
Begin to use count.

Year 4:

Copy, remember and adapt set choreography.
Choreograph considering structure individually, with a partner and in a group.
Use action and reaction to represent an idea.
Change dynamics to express changes in character or narrative.
Use counts when choreographing short phrases.

Year 3:

Copy remember and perform a dance phrase.
Create short dance phrases that communicate an idea.
Use canon, unison and formation to represent an idea.
Match dynamic and expressive qualities to a range of ideas.
Use counts to keep in time with a partner and group.

Year 2:

Copy, remember and repeat a series of actions.
Select from a wider range of actions in relation to a stimulus.
Use pathways, levels, shapes, directions, speeds and timings with guidance.
Use mirroring and unison when completing actions with a partner.
Show a character through actions, dynamics and expression.
Use counts with help to stay in time with the music.

Year 5:

Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.
Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.
Confidently perform choosing appropriate dynamics to represent an idea.
Use counts accurately when choreographing to perform in time with others and the music.

Year 6:

Perform dances confidently and fluently with accuracy and good timing.
Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Use counts when choreographing and performing to improve the quality of work.

Year 7 (from main feeder school):

Use canon, unison and formations.
Develop the physical, cognitive, social and affective areas for each individual.

Physical Education: Games (ball skills, invasion, target, net and wall, striking and fielding)

EYFS:

- Drop and catch with two hands.
- Move a ball with feet.
- Throw and roll a variety of beanbags and larger balls to space.
- Kick larger balls in space.
- Stop a beanbag or large ball sent using hands.
- Attempt to stop a large ball sent to them using feet.
- Hit a ball with hands.
- Run and stop when instructed.
- Move around showing limited awareness of others.
- Make simple decisions in response to a situation.

Year 1:

- Drop and catch a ball after one bounce on the move.
- Move a ball using different parts of the foot.
- Throw and roll towards a target with some varying techniques.
- Kick towards a stationary target.
- Catch a beanbag and a medium-sized ball.
- Attempt to track balls and other equipment sent to them.
- Strike a stationary ball using a racket.
- Run, stop and change direction with some balance and control.
- Recognise space in relation to others.
- Begin to use simple tactics with guidance.

Year 2:

- Dribble a ball with two hands on the move.
- Dribble a ball with some success, stopping it when required.
- Throw and roll towards a target using varying techniques with some success.
- Show balance when kicking towards a target.
- Catch an object passed to them, with and without a bounce.
- Move to track a ball and stop it using feet with limited success.
- Strike a ball using a racket.
- Run, stop and change direction with balance and control.
- Move to space to help score goals or limit others scoring.
- Use simple tactics.

Year 3:

- Dribble the ball with one hand with some control in game situations.
- Dribble a ball with feet with some control in game situations.
- Use a variety of throwing techniques in game situations.
- Kick towards a partner in game situations.
- Catch a ball passed to them using one and two hands with some success.
- Receive a ball sent to them using different parts of the foot.
- Strike a ball with varying techniques.
- Change direction with increasing speed in game situations.
- Use space with some success in game situations.
- Use simple tactics individually and within a team.

Year 4:

- Link dribbling the ball with other actions with increasing control.
- Change direction when dribbling with feet with some control in game situations.
- Use a variety of throwing techniques with increasing success in game situations.
- Kick with increasing success in game situations.
- Catch a ball passed to them using one and two hands with increasing success.
- Receive a ball using different parts of the foot under pressure.
- Strike a ball using varying techniques with increasing accuracy.
- Change direction to lose an opponent with some success.
- Create and use space with some success in game situations.
- Use simple tactics to help their team score or gain possession.

Year 5:

- Use dribbling to change the direction of play with some control under pressure.
- Dribble with feet with some control under increasing pressure.
- Use a variety of throwing techniques with some control under increasing pressure.
- Use a variety of kicking techniques with some control under increasing pressure.
- Catch and intercept a ball using one and two hands with some success in game situations.
- Receive a ball using different parts of the foot under pressure with increasing control.
- Strike a ball using a wider range of skills. Apply these with some success under pressure.
- Use a variety of techniques to change direction to lose an opponent.
- Create and use space for self and others with some success.
- Understand the need for tactics and can identify when to use them in different situations.

Year 6:

- Use dribbling to change the direction of play with control under pressure.
- Use a variety of dribbling techniques to maintain possession under pressure.
- Use a variety of throwing techniques including fake passes to outwit an opponent.
- Select and apply the appropriate kicking technique with control.
- Catch and intercept a ball using one and two hands with increasing success in game situations.
- Receive a ball with consideration to the next move.
- Strike a ball using a wider range of skills to outwit an opponent.
- Apply these with increasing control under pressure.
- Confidently change direction to successfully outwit an opponent.
- Effectively create and use space for self and others to outwit an opponent.
- Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Year 7 (from main feeder school):

- Team attacking and defending strategies.
- Techniques to outwit the opposition.
- Actively think about how to use skills, strategies and tactics to outwit oppositions.
- Learn rules, tactics, strategies and specific terminology.
- Develop the physical, cognitive, social and affective areas for each individual.

Physical Education: Body Management (yoga and gymnastics)

EYFS:

Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

Copy and link simple actions together.

Year 1:

Perform balances making their body tense, stretched and curled.

Take body weight on hands for short periods of time.

Demonstrate poses and movements that challenge their flexibility.

Remember, repeat and link simple actions together.

Year 4:

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

Plan and perform sequences showing control and technique with and without a partner.

Year 3:

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in their actions.

Choose actions that flow well into one another both on and off apparatus.

Year 2:

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

Copy, remember, repeat and plan linking simple actions with some control and technique.

Year 5:

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the 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.

Year 6:

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Year 7 (from main feeder school):

Develop the physical, cognitive, social and affective areas for each individual.

Transfer weight.

Balance (individual, partner and group).

Develop the physical, cognitive, social and affective areas for each individual.

Physical Education: OAA

EYFS:

Follow simple instructions.
Share ideas with others.
Explore activities making own decisions in response to a task.
Make decisions about where to move in space.
Follow a path.
Begin to identify personal success.

Year 1:

Follow instructions.
Begin to work with a partner and a small group.
Understand the rules of the game and suggest ideas to solve simple tasks.
Copy a simple diagram/map.
Identify own and others' success.

Year 4:

Accurately follow instructions given by a peer and give clear and usable instructions to a peer.
Confidently communicate ideas and listen to others 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.
Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.

Year 3:

Follow instructions from a peer and give simple instructions.
Work collaboratively with a partner and a small group, listening to and accepting others' ideas.
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 help them to improve.

Year 2:

Follow instructions accurately.
Work co-operatively with a partner and a small group, taking turns and listening to each other.
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.

Year 5:

Use clear communication when working in a group and taking on different roles.
Begin to lead others, providing clear instructions.
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 methods to improve.

Year 6:

Communicate with others clearly and effectively when under pressure.
Confident to lead others and show consideration of including all within a group.
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.
Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Year 7 (from main feeder school):

Develop the physical, cognitive, social and affective areas for each individual.

Physical Education: Swimming

Beginners:

- Submerge and regain feet in the water.
- Breathe in sync with an isolated kicking action from poolside.
- Use arms and legs together to move effectively across a short distance in the water.
- Glide on front and back over short distances.
- Float on front and back for short periods of time.
- Confidently roll from front to back and then regain a standing position.

Intermediate:

- Confidently combine skills to retrieve an object from greater depth.
- Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.
- Combine gliding and transitioning into an appropriate stroke with good control.
- Confidently link a variety of floating actions together demonstrating good technique and control.
- Select and apply the appropriate survival technique to the situation.

Developers:

- Confidently and consistently retrieve an object from the floor with the same breath.
- Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.
- Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.
- Combine gliding and floating on front and back over an increased distance.
- Float on front and back using different shapes with increased control.
- Comfortably demonstrate sculling head first, feet first and treading water.

Physical Education: Social

EYFS:

Take turns.
Learn to share equipment with others.
Share their ideas with others.

Key Stage 1:

Encourage others to keep trying.
Talk to a partner about their ideas and take turns to listen to each other.
Work with a partner and small group to play games and solve challenges.

Upper Key Stage 2:

Share ideas with others and work together to decide on the best approach to a task.
Lead others and show consideration of including all within a group.
Communicate with others clearly and effectively.

Lower Key Stage 2:

Encourage and motivate others to work to their personal best.
Work with others to achieve a shared goal.
Work with others to self manage games.

Physical Education: *Emotional*

EYFS:

Try again if they do not succeed.
Practise skills independently.
Confident to try new tasks and challenges.

Key Stage 1:

Show determination to continue working over a longer period of time.
Determined to complete the challenges and tasks set.
Explore skills independently before asking for help.
Confident to share ideas, contribute to class discussion and perform in front of others.

Upper Key Stage 2:

Understand what maximum effort looks and feels like and show determination to achieve it.
Use different strategies to persevere to achieve personal best.
Compete within the rules showing fair play and honesty when playing independently.
Confident to attempt tasks and challenges outside of their comfort zone.

Lower Key Stage 2:

Persevere when finding a challenge difficult.
Understand what their best looks like and they work hard to achieve it.
Begin to use rules showing awareness of fairness and honesty.
Show an awareness of how other people feel.

Physical Education: *Thinking*

EYFS:

Begin to identify personal success.
Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.
Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Key Stage 1:

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.
Provide feedback beginning to use key words from the lesson.

Upper Key Stage 2:

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.
Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
Select and apply appropriate skills for the situation when under pressure.

Lower Key Stage 2:

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
Select and apply from a wider range of skills and actions in response to a task.
Provide feedback using key terminology.