

## Progression in PE

**Red statements = non-negotiable skills to be learnt by end of that year group**

### KA Skills Progression in Athletics

EYFS Obj's		KS1 NC Objectives				KS2 NC Objectives		
<ul style="list-style-type: none"> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>Experiments with different ways of moving.</li> <li><b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively (ELG)</b></li> </ul>		<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>				<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>		
Key Skills	Rec	Y1	Y2	Y3	Y4	Y5	Y6	End Point
<b>Health &amp; Fitness</b>	Describe how the body feels when still and when exercising.	Carry and place equipment safely  Describe how the body feels before, during and after exercise.	Recognise and describe how the body feels during and after different physical activities.  Explain what they need to stay healthy	Explain why it is important to warm up and cool down.  Know the importance of strength and flexibility for physical activity.	Explain why exercise is good for your health.  Describe how the body reacts at different times and how this affects performance  Know some reasons for warming up and cooling down.	Explain some safety principles when preparing for and during exercise.  Know and understand the reasons for warming up and cooling down.  Organise their own warm up & cool down	Carry out their own warm-ups and cool-downs safely and effectively.  Understand why exercise is good for health, fitness and wellbeing.  Know ways they can become healthier.	To be able to explain how physical exercise plays a part in a healthy lifestyle. Know how to exercise safely, including how and why to warm up and cool down. Participate in exercised for enjoyment.
<b>Running</b>	Walk safely in a space, showing an awareness of others around them  Jog safely in a space, showing an awareness of others around them  Run safely in a space, showing an awareness of others around them	Show good posture and balance.  Jog in a straight line.  Change direction when jogging.  Sprint in a straight line.	Change the pace of their running on command (walk, jog, sprint)  Use a variety of different stride lengths.  Begin to select the most suitable pace and speed for distance.	Understand the importance of adjusting running pace to suit the distance being run.  Use arms as a source of power when sprinting  Carry out an effective sprint start	Carry out an effective sprint finish.  Perform a relay, focusing on the baton changeover technique.  Speed up and slow down smoothly.	Accelerate from a variety of starting positions and select their preferred position.  Identify their reaction times when performing a sprint start.  Select the most suitable pace for the distance and their	Build up speed quickly for a sprint finish.  Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.  Accelerate to pass other competitors.	To know and perform various types of run and use them for the correct moment or activity. Work as part of a team and use starts and finishes to their advantage.

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	<p>Run with arms and legs coordinated</p> <p>Run from a start point to an end point</p> <p>Run in a straight line</p> <p>Run along a non-straight trail</p>	<p>Change direction when sprinting.</p> <p>Run as part of a team (relay)</p> <p>Maintain control as they change direction when jogging or sprinting.</p>	<p>Begin to develop stamina for running over longer distances</p>	<p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p>	<p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p>	<p>fitness level in order to maintain a sustained run.</p> <p>Identify and demonstrate stamina, explaining its importance for runners.</p> <p>Know some different running distances in athletics and identify their preference or strength</p>	<p>Work as a team to competitively perform a relay.</p> <p>Know some different running distances in athletics and identify their preference or strength</p>	
<h3>Jumping</h3>	<p>Jump off 2 feet and land on 2 feet</p> <p>Know to bend knees on landing for safety</p> <p>Take off on 1 foot and land on 2</p> <p>Begin to hop on both feet</p>	<p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Land safely and with control.</p> <p>Perform a short jumping sequence.</p> <p>Know that you can jump for height and distance</p>	<p>Hop using both feet</p> <p>Perform and compare different types of jumps: as in Yr 1</p> <p>Know that you can jump for height and distance</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Know that the leg muscles are used when performing a jumping action.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Measure the distance jumped &amp; use this to improve performance.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p>	<p>Use a run up to improve long jump performance.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>	<p>To know and perform various types of jump with control, coordination and power.</p>
<h3>Throwing</h3>	<p>Roll equipment in different ways.</p> <p>Throw underarm.</p>	<p>Throw a large ball underarm and overarm at a target</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p>	<p>Show increasing control in their overarm throw.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p>	<p>Perform a fling throw.</p> <p>Use the correct technique for</p>	<p>Perform a heave throw.</p> <p>Throw longer distances in javelin, discuss and weighted</p>	<p>To know different athletic throwing events and perform some with control, coordination and power.</p>

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	Throw an object at a target.	Improve the distance they can throw by using more power.	Throw with accuracy at targets of different heights.  Investigate ways to alter their throwing technique to achieve greater distance.	Perform a push throw.  Continue to develop techniques to throw for increased distance.  Become familiar with throwing a javelin, discuss and weighted ball	Use the correct technique for throwing a javelin, discuss and weighted ball	throwing a javelin, discuss and weighted ball	ball using improved technique  Continue to develop techniques to throw for increased distance and support others in improving their personal best.	
<b>Compete/ Perform</b>	Coordinate their body when performing a sequence of movements. Participate in simple games	Engage in competitive activities and team games. Begin to perform learnt skills with some control.	Apply learnt skills in a game/competitive situation  Compete against self and others	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision.	To perform and apply a variety of skills and techniques with control. Demonstrate a fair competitive spirit and use tactics to their advantage.
<b>Evaluate</b>	Talk about what they have done.  Experiment with ways of changing their dance.  Talk about what others have done.	Watch and describe performances.  Begin to say how they could improve.	Watch and describe performances and use what they see to improve their own performance.  Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance.  Describe how their performance has improved over time.  Begin to use skill specific vocabulary when evaluating	Watch performances giving ideas for improvements.  Use skill specific vocabulary when evaluating  Change parts of a performance as a result of self-evaluation.	Choose and use criteria to evaluate own and others' performances.  Explain why they have used particular skills or techniques, and the effect they have had on their performance.	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements that will improve performance	To understand the value of evaluation and see how it can make themselves and others improve. Give productive evaluations of their own and other's performances.

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