## PE Progression Statements

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	To explore movement actions with control and link them together with flow.  To explore gymnastic actions and shapes.  To explore travelling on benches.  To explore movement actions with control, and to link them together with flow.  To choose and use simple compositional ideas by creating and performing sequences.  To repeat and link combinations of gymnastic actions.  To link combinations of movements and shapes with control.	To remember and repeat simple gymnastic actions with control.  • To balance on isolated parts of the body using the floor and hold balance.  • To develop a range of gymnastic moves, particularly balancing.  • To link together a number of gymnastic actions into a sequence.  • To explore ways of travelling around on large apparatus.  • To choose and use a variety of gymnastic actions to make a sequence.	To explore jumping techniques and link them with other gymnastic actions.  • To explore jumping techniques and to link them with other gymnastic actions.  • To select and adapt gymnastics actions to meet the task.  • To work with a partner or a small group to create a sequence that develops jumping skills.  • To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements	To identify and practise body shapes.     To identify and practise symmetrical and asymmetrical body shapes.     To construct sequences using balancing and linking movements.     To use counterbalances and incorporate them into a sequence of movements.     To perform movements in canon and in unison.     To perform and evaluate own and others' sequences.	• To identify and practise body shapes and balances. • To identify and practise symmetrical and asymmetrical body shapes. : • To use and refine the following skills: flexibility, strength, balance, power and mental focus. • To develop skills for movement, including rolling, bridging and dynamic movement. • To use counterbalances and incorporate them into a sequence of movements. • To perform movements in canon and in unison.	To identify and practise gymnastic shapes and balances.  • To identify and practise symmetrical and asymmetrical body shapes.  • To construct sequences using balancing and linking movements  • To use counterbalances and incorporate them into a sequence of movements.  • To perform movements in canon and in unison.  • To perform and evaluate own and others' sequences.
Dance	To change direction during travelling moves.  To link travelling moves that change direction and level.	To explore different levels and speeds of movement.  • To compose and perform simple dance	To explore dance     movements and create     patterns of movement.     To work with a partner to create dance	To identify and practise the patterns and actions of chosen dance style.  To demonstrate an	To perform and evaluate own and others' sequences.  To identify and practise the patterns and actions of the chosen dance style.  To demonstrate an awareness of	To identify and practise the patterns and actions in a street dance style.  To demonstrate an
	<ul> <li>To link moves together.</li> <li>To use a variety of moves.</li> <li>To explore basic body patterns and movements to music.</li> <li>To use a variety of moves that change speed and direction.</li> <li>To link together dance moves with gestures and changing direction in time to music.</li> <li>To practise taking off from different positions.</li> <li>To complete an obstacle course with control and agility.</li> </ul>	phrases.  To show contrasts in simple dances with good body shape and position.  To develop a range of dance movements and improve timing.  To work to music, creating movements that show rhythm and control.  To work to music, creating movements that show rhythm and control.  To work to music, creating movements that show  rhythm and control.	patterns.  • To perform a dance with rhythm and expression.  • To use knowledge of dance to create a story in small groups.  • To develop precision of movement.  • To work co-operatively with a group to create a dance piece.  • To perform in front of others with confidence.	awareness of the music's rhythm and phrasing when improvising.  • To create an individual dance that reflects the chosen dancing style.  • To create partnered dances that reflect the dancing style and apply the key components of dance.  • To perform dance using a range of movement patterns.  • To perform and evaluate own and others' work.	the music's rhythm and phrasing when improvising.  • To create and perform an individual dance that reflects the chosen dance style.  • To create partnered dances that reflect the chosen dancing style and apply the key components of dance.  • To create group dances that reflect the dance style.  • To perform a dance using a range of movement patterns.  • To perform and evaluate own and others' work.	awareness of the music's rhythm and phrasing when improvising.  • To create a dance that represents a street dance style.  • To create a dance as a group, using any street dance moves.  • To create a dance as a group, using any street dance moves.  • To perate a dance as a group, using any street dance moves.  • To perform and analyse own and others' performance.

## PE Progression Statements

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Throwing Catching and Fielding	To learn skills for striking and fielding games.  • To practise basic striking, sending and receiving.  • To use throwing and catching skills in a game.  • To practise accuracy of throwing and consistent catching.  • To strike with a racket or bat.  • To play a game fairly and in a sporting manner.  • To use fielding skills to play a game.	To learn skills for playing striking and fielding games. To position the body to strike a ball. To develop catching skills. To throw a ball for distance. To practise throwing skills in a circuit. To play a game fairly and in a sporting manner. To use fielding skills to play a game.	To consolidate and develop a range of skills in striking and fielding.  • To develop and investigate different ways of throwing and to know when it is appropriate to use them.  • To consolidate and develop a range of skills in striking and fielding.  • To practise the correct technique for catching a ball and use it in a game.  • To consolidate and develop a range of skills in striking and fielding.  • To practise the correct batting technique and use it in a game situation.  • To consolidate and develop a range of skills in striking and fielding.  • To practise the correct batting technique and use it in a game situation.  • To consolidate and develop a range of skills in striking and fielding.  • To practise the correct technique for fielding and use it in a game situation.  • To consolidate the throwing, catching and batting skills already learned.  • To strike the ball for distance.  • To know how to play a striking and fielding game competitively	To develop and investigate different ways of throwing, and to know when each is appropriate. To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. To use hand-eye coordination to strike a moving and a stationary ball. To develop fielding skills and understand their importance when playing a game. To play in a competitive situation, and to demonstrate sporting	To develop skills in batting and fielding.  • To choose fielding techniques.  • To run, throw and catch.  • To develop a safe and effective overarm throw.  • To learn batting control.  • To use all the skills learned by playing in a mini tournament.	To throw and catch under pressure.  • To use fielding skills to stop the ball effectively.  • To learn batting control.  • To learn the role of backstop.  • To play in a tournament and work as team, using tactics in order to beat another team.  • To play in a tournament and work as team, using tactics in order to beat another team.  • To play in a tournament and work as team, using tactics in order to beat  - another team.
Athletics	To use varying speeds when running. To explore footwork patterns. To explore arm mobility. To explore different methods of throwing. To practise short distance running.	To run with agility and confidence.  • To learn the best jumping techniques for distance.  • To throw different objects in a variety of ways.  • To hurdle an obstacle and maintain effective running style.  • To complete an obstacle course with control and agility.	and fairly.  To run in different directions and at different speeds, using a good technique. To improve throwing technique. To reinforce jumping techniques. To understand the relay and passing the baton. To choose and understand appropriate running techniques. To compete in a minicompetition, recording scores.	To select and maintain a running pace for different distances.  • To practise throwing with power and accuracy.  • To demonstrate good running technique in a competitive situation.  • To explore different footwork patterns.  • To understand which technique is most effective when jumping for distance.	To use correct technique to run at speed.  To develop the ability to run for distance.  To identify and apply techniques of relay running.  To explore different footwork patterns.	To investigate running styles and changes of speed.  • To practise throwing with power and accuracy.  • To throw safely and with understanding.  • To demonstrate good running technique in a competitive situation.  • To explore different footwork patterns.  • To understand which technique is most effective when jumping for distance.  • To utilise all the skills learned in this unit in a competitive situation.