

Curriculum Progression in P.E

BEAVER GREEN PRIMARY SCHOOL





	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	I can move to music. I can copy dance moves. I can perform some dance moves.	I can copy basic dance moves. I can make up a short sequence of dance moves. I can perform my own basic dance moves.	I can copy a variety of dance moves changing speed, direction and level. I can make up and perform a short dance using different speed, direction and level. I can perform my own dance moves using different speed, direction and level.	I can make up a dance, using a variety of moves, showing good control and coordination. I can perform my own dance moves using good control and coordination. I can say one thing I like about my performance and one thing I could improve.	I can create a dance to communicate basic ideas and themes. I can perform a dance using good control, coordination and timing. I can compare my performance with a previous performance and identify strengths and areas for improvement.	I can make up a dance to clearly communicate an idea or theme. I can perform a dance with good control, coordination, timing and some fluency. I can discuss my performance and compare it with my own previous performances, by identifying some strengths and specific areas for improvement.	I can show clarity, fluency, accuracy and consistency in my dance moves. I can make up and perform a dance in a specific style.

- Children should be taught to perform dances using simple movement patterns.
- Use movement imaginatively, responding to stimuli, including music and performing basic skills.
- Change rhythm, speed, level and direction of their movements.
- Create and perform dances using simple movement patterns, including those from different times and cultures.
- Express and communicate ideas and feelings.

- Children should be taught to create dances using a range of movement patterns, including those from different times, places and cultures.
- Respond to a range of stimuli and accompaniment.
- Through dance, develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.



Gymnastics	I can make my body tense, relaxed, curled and stretched. I can make large and small body shapes. I can perform basic travelling actions on various body parts.	I can balance on one leg with some control. I can explore and attempt some rolls. I can explore and attempt some jumps.	than one way, with some control. I can attempt different jumps with some control.	I can complete a variety of balances with some control. I can complete a forward roll with some control and attempt a backwards roll. I can complete more than one jump with increasing control.	I can complete a variety of balances with increasing control. I can complete a controlled forward and backwards roll. I can complete a variety of jumps with good control	I can complete a variety of balances in a sequence with good control. I can explore changing and adapting different rolls with control. I can complete a variety of jumps and adapt these to a variety of apparatus.	I can complete a variety of balances in a sequence with good control, using strength and suppleness to enhance performance. I can complete a variety of rolls with good control, using strength and suppleness to enhance performance. I can control a variety of jumps, including some using a springboard and/or vault.
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- Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Refine movements into sequences.

End of KS2 expectations

- Children should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics.



Athletics	I can run at different speeds. I can jump from a standing position. I can begin to throw an object with one hand.	I can begin to use 'arms' technique when running. I can jump accurately from a standing position. I can throw an object with one hand, with some accuracy.	I can use good running technique when running at different speeds. I can take a running jump. I can throw a range of objects with increasing accuracy.	I can improve and sustain running technique at different speeds. I can begin to use a good landing technique in a running jump. I can demonstrate a variety of throwing.	I can sustain good running technique when running at different speeds and adapt my speed to the distance I am running. I can use good running and landing techniques when completing a running jump. I can use suitable throwing techniques depending on the object I throw, to ensure increasing accuracy and distance.	I can demonstrate good technique, control, strength, speed and stamina in a variety of running events. I can competently and accurately use running, landing and take-off techniques when completing a running jump. I can accurately select and use suitable throwing techniques depending on the object I throw, to ensure increasing accuracy and distance.
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- Children should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating their own success.
- Children should be taught to use running, jumping, throwing and catching in isolation and in combination.

- Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other and evaluate their own success.
- Children should be taught to use running, jumping, throwing and catching in isolation and in combination.



Cricket or Rapid Fire Cricket Striking & Fielding	I can explore hitting a ball with a cricket bat. I can recognise different equipment. I can recognise different roles.	I can hit a ball with a cricket bat with control. I can recognise different equipment and demonstrate how we use it. I can recognise different roles of the batting and fielding team.	I can use a cricket bat to hit with control. I can throw or roll a ball at a target with increasing accuracy. I can begin to compare my performance and make some effort to achieve a personal best.	I can use a cricket bat to hit a ball with control and some accuracy. I can throw a ball at a target with some accuracy whilst under pressure. I can begin to use appropriate tactics in batting and fielding situations.	I can throw a ball at a target with increasing accuracy, whilst under pressure and begin to use different techniques. I can catch a ball while under pressure, sometimes. I can use a cricket bat to hit a ball with control and accuracy.	I can throw a ball at a target with accuracy, whilst under pressure and use different techniques depending on distance. I can catch a ball while under pressure, whilst moving. I can use a cricket bat to hit a ball with control and accuracy, within a pressured game situation.
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- Children should participate in team games, developing simple tactics for attacking and defending.

End of KS2 expectations.



Dodgeball or Handball Invasion Games		I can throw and roll a ball in the direction of a target. I can catch a ball with two hands sometimes. I can begin to work cooperatively in a team.	I can begin to throw and roll a ball with accuracy at a target. I can catch a ball with two hands most of the time. I can recognise which team I am playing for and work cooperatively	I can throw a ball at a target with increasing accuracy. I can catch a ball while moving, some of the time. I can shoot the ball in the direction of the net, with some accuracy, while standing still.	I can throw a ball at a target with some accuracy, while under pressure. I can catch a ball while moving, most of the time. I can begin to use some basic tactics in a game situation, according to my role as attack or defence.	I can throw a ball at a target with increasing accuracy whilst under pressure and begin to use different techniques. I can catch the ball, then pass or shoot with some accuracy in a game. I can begin to use some effective tactics in a game situation, according to my role as attack or defence.	I can throw a ball at a target accurately whilst under pressure, using different throwing techniques. I can catch the ball, then pass or shoot with accuracy in a game. I can read the game well and implement effective tactics in offence and defence to aid my team's success.
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- Children should participate in team games, developing simple tactics for attacking and defending.

End of KS2 expectations



Tennis Striking & Fielding	I can begin to hold the tennis racket with good grip. I can control the ball on the tennis racket. I can explore hitting a ball with a racket.	I can hold the tennis racket with a good grip. I can control the ball on the tennis racket for a sustained length of time. I can begin to hit a ball with a racket, with control.	I can hold a good controlled grip on the racket. I can begin to hit the ball over the net, with some accuracy. I can begin to return the ball to a partner, with some accuracy.		I can begin to hit the ball over the net with accuracy. I can begin to return the ball to a partner with accuracy. I can hold a sustained rally with a partner.	I can return the ball to a partner with accuracy. I can hold a sustained rally with a partner. I can begin to use an overarm technique when serving
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- N/A

End of KS2 expectations



Tri-Golf Striking and Fielding		I can hold a controlled grip on golf club. I can begin to hit the ball in the direction of a targe with accuracy.	target with increasing accuracy.	I can begin to play a lofted shot in the direction of a target. I can show control of aim and balance when striking the ball.	I can correctly demonstrate the elements of putting technique. I can correctly apply the chipping technique when playing a lofted shot.
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- N/A

- Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Football Invasion				I can begin to pass a football to someone on my team.	I can pass a football to someone on the team, using different parts of the foot. I can begin to keep a ball under control when receiving a	I can dribble making small touches into space with speed. I can pass a football to someone on the team, using different parts of the foot accurately. I can use a range of ways to keep a ball under control (foot, knee, head).	I can dribble making small touches into space with speed, to beat defenders. I can make decisions regarding how and when to send a football to someone in the team. I can position my body to defend effectively, making successful interceptions.
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- N/A

End of KS2 expectations



Orienteering				I can orientate with confidence and accuracy around a short trail. I can Identify and use effective communication to begin to work as a team. Identify symbols used on a key. I can communicate with others.	I can orientate myself accurately around a short trail. I can create a short trail for others with a physical challenge and start to recognise features of an orienteering course. I can communicate clearly with other people in a team, and with other teams	I can orientate myself with increasing confidence and accuracy around an orienteering course. I can use clear communication to effectively complete a particular role in a team. I can complete orienteering activities both as part of a team and independently.	I can work effectively as part of a team, demonstrating leadership skills when necessary. I can design an orienteering course that is clear to follow and offers challenges to others.
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- They should enjoy communicating, collaborating their own success.

- Take part in outdoor and adventurous activity challenges individually and with a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Netball Invasion Games	I can make a variety of passes to team mates moving towards a scoring area. I can demonstrate some signs of using a chest pass and shoulder pass. I can begin to identify where space is and try to move into it. I can begin to make decisions regarding which is the best type of pass to use. I can identify space to move into and shoulder pass. I can logant to make decisions regarding which is the best type of pass to use. I can identify space to move into and show a clear target to receive a pass. I can use a chest, shoulder & bounce pass correctly. I can demonstrate which pass is best to use and when in a game. I can draw a defender apass correctly. I can defend aplayer and make some successful interceptions when playing as a team.
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- N/A

End of KS2 expectations



Hockey Invasion Games		I can begin to show how to hold a hockey stick and which side to use. I can use a simple push pass to another team mate. Dribble the ball keeping it close to me using the correct side of the stick.	I can begin to change direction of travel by rotating and turning the stick to support this. I can use a push pass to make a direct pass. I can use speed to dribble the ball into space.	I can change direction and use the correct side of stick, sometimes dribbling to avoid defenders. I can make a direct pass while dribbling. I can attempt to score while in the scoring area.	I can use speed, changing of direction and dribbling to advance towards the opposition goal. I can use a range of passes knowing which one depending on the distance of the pass. I can demonstrate when to defend and what defence skills could be used.
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- N/A

End of KS2 expectations

Selecting and Applying appropriate tactics and strategies.								
I can recognise which team I am playing for. I can recognise the direction we are playing.	I can recognise which team I am playing for and mostly pass to them. I can recognise the direction we are playing and mostly play towards them.	I can begin to understand my role as an attacker and defender. I can begin to compare my performances and make some effort to achieve a personal best.	I can begin to apply appropriate tactics in offensive and defensive situations. I can begin to compare my performances and make some effort to achieve a personal best and improve on it.	I can read the game well and apply appropriate tactics in both offensive and defensive situations. I can compare my performances in a variety of sports and identify strengths to improve them.	I can read the game well and apply appropriate tactics in both offensive and defensive situations to aid my team's success. I can confidently compare my performances to others and identify strengths to enhance them.			



						best in Athletics and can identify ways to enhance	I have a good understanding of my personal best in Athletics and can identify ways to enhance them.
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