Wherwell Primary School – PE Progression

Year R

Rules, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• To work towards simple goals, being able to wait for what they want • Follow instructions involving several ideas or actions • Respond appropriately even when engaged in activity • Explain the reasons for rules for simple games • Work and play cooperatively and take turns with others • Recognise how to play fairly whilst showing care • Recognise the value of collaborative work and show care and respect when working with others • describe what they are doing and share ideas • respond imaginatively to different stimuli • create their own examples within an activity • express what they like and dislike	• Regulate their behaviour, e.g. be able to wait for what they want and control impulses • Be confident when trying new activities and new equipment • Show resilience, independence and perseverance in the face of challenge • Show respect for others • Recognise a link between physical activity and healthy lifestyles • take part in a range of physical activities • be motivated to work towards targets • show resilience improve their skills through practise • land and stop safely • recognise that activity is good for both mind and body • be happy being physically active	• Move energetically such as running, jumping, dancing, hopping, skipping and climbing • Demonstrate strength, balance and coordination when playing • Try to move in time with music • Negotiate space and obstacles safely • Manage their own personal needs, including getting changed and be responsible for keeping their clothes organised • Show control and co ordination in large and fine movement skills (balance, travel and object control) • demonstrate balance and control as they travel, around, under, over and through objects • move confidently in a variety of ways • use small equipment in physical play such as hoops, ball, scarves, skipping ropes and bean bags • move, manipulate and use a range of large physical resources safely (with some adult support) e.g. blocks, crates, planks

Wherwell Primary School – PE Progression

Year 1

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• understand what tactics are and why you might use them • be respectful and work effectively within a team • develop co-operation, care, respect and communication with a partner or small team • be more confident in explaining their ideas • begin to take turns in different roles • watch, copy and describe movements. - compose and link movements to make a simple dance • create sequences of movement and perform them in a controlled way • ask questions and respond to feedback	• develop and perform a simple sequence with confidence • try a range of activities and notice how they affect our bodies • to be responsible for my own resources (coats, footwear, water bottle) • set targets to challenge themselves and work towards them with resilience • follow simple rules respectfully • get changed with increasing independence e.g. laces • use equipment sensibly and correctly • show awareness of others when working in a practical space • show enjoyment in physical activity.	• develop fundamental movement skills such as running, jumping, throwing, balance, agility and coordination • develop sending and receiving with some control and begin to apply with hands and feet • develop moving while controlling an object • develop sending an object to a target with some accuracy • perform a range of balances on, off and around apparatus • explore a range of pathways, levels, directions, speed and timing when travelling • land and stop with control on and off apparatus

Wherwell Primary School – PE Progression

Year 2

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• participate in small team games, developing simple tactics for attacking and defending • engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations • create, complete and perform a series of sequences • respond creatively to a range of stimuli using appropriate movements • link a range of different movements on the floor and perform with confidence and control • show care when working in a small group and demonstrate respect • know simple rules and attempt to play fairly most of the time • begin to understand how to use space in a team game • evaluate performances saying what they can do well and what they need to improve on.	• show independence and resilience in the face of increasingly challenging situations • develop and perform a simple sequence with confidence • respectfully watch and respond to a performance • explain how a range of activities affect our bodies and how that can help us to support our mental health • show care towards others and celebrate individual achievements • have confidence to represent the school and celebrate our personal achievements. • to be responsible for my own resources (coats, footwear, water bottle) without prompt • set a target and be resilient to try to meet it • show resilience when competing with an opponent • to get changed independently • begin to make judgements about what they can and cannot do safely • take part in warming up and cooling down.	• 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 • Perform dances using simple movement patterns. • show increasing control and balance in sending, receiving, dribbling and striking an object • Use levels, directions and timing including apparatus • Negotiate obstacles with agility • apply travel, balance and object control skills in different activities • repeat a sequence accurately displaying smooth transitions and changes in speed with control and coordination

Wherwell Primary School – PE Progression

Year 3

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• provide feedback and recognise how performances could be improved using basic language • begin to develop tactics when playing small sided games • be able to repeat a sequence of movements accurately to prepare for a performance • begin to understand the role as an attacker and a defender • communicate and work respectfully and with care as part of a team • begin to use and identify when simple tactics have been successful • be creative and resilient when solving problems • link different actions and balances smoothly • show an imaginative response to different stimuli through choice of movement • confidently take on different roles	• begin to understand the benefits of physical activity and the importance of a warm up • show respect to others in a range of situations • show resilience when a challenge is hard • show respect and integrity for the rules of the game and begin to understand the concept of fair play • identify risks independently and understand how to work safely when learning a new skil • be motivated to beat their previous performance • show resilience and commitment to complete challenging tasks • compete in small sided games. • work safely and with care for others • recognise how specific activities can affect the body and discuss how they feel before, during and after activity	• safely perform balances with control on the floor and apparatus • send an object accurately to a target and develop a range of passes • begin to apply sending, receiving and dribbling in a game and perform with some control • run with changes of speed and direction and begin to understand how to use pace • developing striking an object into a target area

Wherwell Primary School – PE Progression

Year 4

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• evaluate their own, and others' performances, and be respectful when suggesting improvements using some simple, appropriate language • understand the rules of the game and take responsibility for using them consistently and fairly • use a greater range of skills and simple tactics, varying them to suit the situation in a game • be resourceful when planning and applying strategies to solve problems • choreograph small group sequences with use different levels, dynamics and directions and showing imagination and expression • develop communication and teamwork when working collaboratively and put their ideas forward in a positive way • play a range of modified, made up and structured games that have specific rules and strategies • apply basic principles of attacking and defending across different games.	• understand the benefits of activity and the importance of a warm up • understand the importance of activity to their well-being • confidently communicate ideas and listen to others • work positively towards a team goal showing resilience when things don't go as planned • show resilience to improve on their personal best • understand how to be a good sportsperson and how to play fairly	• perform actions and movement with increasing control, power, speed and accuracy • send and receive the ball with control and accuracy • develop ball control using a long handled implement (E.g. racket, cricket bat) • send an object with accuracy and develop a range of passes and know when to use them • send an object with greater accuracy and power at a target and receive with increasing control • show balance when changing direction at speed; to show control when completing activities to improve balance • perform a range of gymnastic actions with consistency, fluency and clarity of movement; combining actions that show changes of speed, level and direction. • swim competently, competently and proficiently by the end of KS2 • Use a range of strokes effectively • Perform safe, self rescue • To be confident around water and find joy in movement in water whilst understanding the safety aspects related to the activity.

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Year 5

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• identify strengths and weaknesses and be resilient to change • talk in more detail about how improvements can be made using a rich vocabulary and subject specific language • plan and perform more complex sequences incorporating linking movements, different methods of travelling and different levels responding to a stimulus • work collaboratively with a group to create sequences that flow smoothly • reflect on when and how they were successful at solving challenges, and be creative and resilient when needing to adapt • understand there are different skills for different situations and begin use of appropriate ones more consistently • consistently use communication and teamwork when working as part of a team • take part in a variety of competitive games, applying principles suitable for attacking and defending • confidently share and discuss ideas in a group. - take on different roles including leading and refereeing	• understand why physical activity is important for physical and mental health and that there are many ways in which to achieve this. • organise warm up and cool down activities and describe what makes them effective and how to do them safely • assess risks and make responsible choices linked to personal safety and safety of your peers • to show respect and care for the environment we are working in and take responsibility and ownership over this. • set personal best targets that motivate them to achieve and improve • recognise what activities help to build speed, strength, stamina and why they are important • demonstrate our school values through being a good sportsperson	• combine actions, balance and shape that show tension, extension and good weight transference. • dribble, send, receive and strike the ball with increasing control, accuracy and consistency under pressure • send an object with accuracy and power at a target and receive with increasing control • show consistent determination to use both sides of the body • to make appropriate choices about changing pace ,

Wherwell Primary School – PE Progression

Year 6

Skills, strategies and tactics (Head)	Healthy participation (Heart)	Motor competence (Hands)
• compare their performances with previous ones and demonstrate improvement to achieve their personal best • communicate, collaborate and compete respectfully • play competitive games and apply basic principles suitable for attacking and defending • compare their performance with previous ones and demonstrate improvement to achieve their personal best • create and perform more complex sequences and routines working collaboratively within a small group • evaluate, through self and peer assessment and suggest a variety of changes using appropriate language and terminology maintaining respect • use and apply the rules of the game being responsible for my own actions and showing fairness and respect at all times when being an effective team player • be inclusive and respectful with an awareness of your team's strengths and weaknesses • communicate ideas constructively and positively with care and respect • be responsible for leading a team in an activity • ensure everyone feels included	• be confident in their performance when showing to others • challenge themselves with a personal target and work towards it with resilience • show sustained participation in competitive games • show fairness and respect in all aspects of competition and be a good sportsperson • consider own safety and the welfare of others in all activities • be responsible for organising equipment and space safely and independently • be responsible for planning and leading warm ups and cool downs • understand why exercise is good for fitness, health and wellbeing and make informed decisions that support their daily and long term health and care for themselves • know that there are different ways to be physically active • regularly take part in activities they enjoy and/or want to improve in	• apply and develop a broader range of skills, learning how to use them in different ways • take part in outdoor and adventurous challenges, both individually and within a team • perform dances using a range of movement patterns • Develop flexibility, strength, technique, control, agility and balance. • Use good technique when running, jumping, throwing and catching in isolation and in combination • select, combine and perform a range of skills with strength, control, precision and fluency • send and strike at a target with accuracy and control under pressure • strike a ball with increasing accuracy and consistency in an intended direction • receive an object with accuracy and control