

## Dallam Community Primary School – Subject Progression – PE



Dance Progression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>BEING IMAGINATIVE AND EXPRESSIVE</p> <p><b>Seedlings</b></p> <ul style="list-style-type: none"> <li>Show attention to sounds and music.</li> <li>Move and dance to music.</li> <li>Anticipate phrases and actions in rhymes.</li> <li>Take part in action songs.</li> </ul> <p><b>Acorns</b></p> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul> <p><b>Ash</b></p> <ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul> <p>GROSS MOTOR</p> <p><b>Seedlings</b></p> <ul style="list-style-type: none"> <li>I am gaining control over my whole body by practicing large movements, such as waving, kicking, rolling, crawling and walking</li> <li>I can clap and stamp to music</li> <li>I can move around the environment with awareness and control.</li> </ul> <p><b>Acorns</b></p> <ul style="list-style-type: none"> <li>I can run with spatial awareness</li> <li>I can negotiate space successfully, adjusting my speed or direction to avoid obstacles</li> <li>I can use large-muscle movements to wave flags, paint and make marks</li> <li>I can increasingly use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>I can move around spaces with control and co-ordination</li> </ul> <p><b>Ash</b></p> <ul style="list-style-type: none"> <li>I can successfully engage in lessons such as dance and PE lessons showing good co-ordination, balance and agility</li> <li>I can demonstrate different ways of moving</li> </ul>	<ul style="list-style-type: none"> <li>Copy and explore basic body actions demonstrated by the teacher</li> <li>Copy simple movement patterns from each other and explore the movement</li> <li>Compose and link simple movement patterns to make simple dances with clean beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>Link several movements together with control and co-ordination</li> <li>Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions and levels</li> <li>Remember and repeat a short dance phrase, with simple movement patterns showing greater control, co-ordination and spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>Improvise freely with a partner translating ideas from stimuli to movement.</li> <li>Explore and develop new actions while working with a partner or a small group</li> <li>Perform short dances with expression</li> </ul>	<ul style="list-style-type: none"> <li>Perform with a partner, demonstrating actions that link with fluency and accuracy</li> <li>Begin to design my own movement phrases that respond to the stimuli or emotion</li> <li>Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group</li> <li>Create and perform dances using a range of movement patterns in response to a range of stimuli</li> <li>Remember, practise and combine longer, more complex dance phrases</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns</li> <li>Create dances using a range of movement patterns from different styles of dance.</li> </ul>

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Gymnastics Progression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>GROSS MOTOR</b></p> <p><b>Seedlings</b></p> <ul style="list-style-type: none"> <li>I am gaining control over my whole body by practicing large movements, such as waving, kicking, rolling, crawling and walking</li> <li>I can walk, run, jump and climb</li> <li>I am beginning to use stairs independently.</li> <li>I can climb with confidence</li> <li>I can move around the environment with awareness and control.</li> </ul> <p><b>Acorns</b></p> <ul style="list-style-type: none"> <li>I can run with spatial awareness</li> <li>I can negotiate space successfully, adjusting my speed or direction to avoid obstacles</li> <li>I can climb steps/stairs using alternate feet</li> <li>I can climb, run and jump with confidence</li> <li>I can increasingly use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>I can balance on one foot</li> <li>I can move around spaces with control and co-ordination</li> </ul> <p><b>Ash</b></p> <ul style="list-style-type: none"> <li>I can travel with confidence, over under, around and through balancing and climbing equipment</li> <li>I can successfully engage in lessons such as dance and PE lessons showing good co-ordination, balance and agility</li> <li>I can confidently complete an obstacle course</li> <li>I can balance with confidence</li> <li>I can negotiate space and obstacles in a safe way, both inside and outside</li> <li>I am aware of others around me</li> <li>I am able to show strength when using climbing equipment</li> <li>I can demonstrate different ways of moving</li> </ul>	<ul style="list-style-type: none"> <li>I can perform basic gymnastic actions like traveling, rolling and jumping</li> <li>I can manage the space safely, showing good awareness of each other, mats and apparatus</li> <li>I can make up simple movement phrases</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a variety of actions with increasing control including a sequence</li> <li>I can move smoothly from a position of stillness to another position of stillness or travelling movement</li> <li>I can choose, use and vary simple ideas to create and perform a sequence</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a forward roll, rug roll and shoulder roll</li> <li>I can plan and perform a movement sequence showing contrasts in speed, level and direction.</li> <li>I can work with a partner to create and improve a sequence</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a range of rolls with control and accuracy</li> <li>I can begin to develop a longer and more varied movement phrase with smooth, planned links between actions.</li> <li>I can work with a partner and groups to create sequences</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a range of rolls including backwards roll consistently.</li> <li>I can develop a longer and more varied movement sequence demonstrating smooth transitions between actions</li> <li>I can work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</li> </ul>	<ul style="list-style-type: none"> <li>I can perform a range of rolls showing different entrances and exits.</li> <li>I can plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions</li> <li>I can adapt sequences to include a partner or a small group</li> </ul>

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Athletics Progression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>GROSS MOTOR</p> <p><b>Seedlings</b></p> <ul style="list-style-type: none"> <li>● I am gaining control over my whole body by practicing large movements, such as waving, kicking, rolling, crawling and walking</li> <li>● I can walk, run, jump and climb</li> <li>● I am beginning to use stairs independently.</li> <li>● I can move around the environment with awareness and control.</li> </ul> <p><b>Acorns</b></p> <ul style="list-style-type: none"> <li>● I can run with spatial awareness</li> <li>● I can negotiate space successfully, adjusting my speed or direction to avoid obstacles</li> <li>● I can climb steps/stairs using alternate feet</li> <li>● I can climb, run and jump with confidence</li> <li>● I can move around spaces with control and co-ordination</li> </ul> <p><b>Ash</b></p> <ul style="list-style-type: none"> <li>● I can successfully engage in lessons such as dance and PE lessons showing good co-ordination, balance and agility</li> <li>● I can confidently complete an obstacle course</li> <li>● I can negotiate space and obstacles in a safe way, both inside and outside</li> <li>● I am aware of others around me</li> <li>● I can demonstrate different ways of moving</li> </ul>	<ul style="list-style-type: none"> <li>● I can run at different speeds</li> <li>● I can jump from a standing position</li> <li>● I can throw objects with one hand</li> </ul>	<ul style="list-style-type: none"> <li>● I can change speed whilst running</li> <li>● I can jump accurately from a standing position</li> <li>● I can throw a variety of objects with one hand</li> </ul>	<ul style="list-style-type: none"> <li>● I can change speed and direction whilst running</li> <li>● I can take a running jump</li> <li>● I can use a range of throwing actions</li> </ul>	<ul style="list-style-type: none"> <li>● I can change speed and direction whilst running in a range events.</li> <li>● I can take a running jump and land it accurately</li> <li>● I can use a range of throwing techniques with a variety of objects.</li> </ul>	<ul style="list-style-type: none"> <li>● Be able to suggest ways to warm up and cool down that suit the activity.</li> <li>● Explain the effects of exercise on the body, being specific about the benefits particular systems and organs</li> </ul>	<ul style="list-style-type: none"> <li>● I can improve and sustain running techniques across a range of events</li> <li>● I can apply jumping and throwing techniques across a range of events and sports.</li> </ul>

## Dallam Community Primary School – Subject Progression – PE



Games Progression							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>GROSS MOTOR</p> <p><b>Seedlings</b></p> <ul style="list-style-type: none"> <li>I am gaining control over my whole body by practicing large movements, such as waving, kicking, rolling, crawling and walking</li> <li>I enjoy kicking, throwing and catching balls</li> <li>I can catch a large ball</li> </ul> <p><b>Acorns</b></p> <ul style="list-style-type: none"> <li>I am beginning to catch a large ball (not always successful)</li> <li>I can catch a large ball between extended arms</li> <li>I can throw and kick a ball</li> </ul> <p><b>Ash</b></p> <ul style="list-style-type: none"> <li>I can bounce and catch a large ball using both hands</li> <li>I can successfully engage in lessons such as dance and PE lessons showing good co-ordination, balance and agility</li> <li>I can pass a ball and kick a ball at a target</li> <li>I can hold a bat to hit a ball</li> <li>I can throw at a target and catch</li> </ul>	<ul style="list-style-type: none"> <li>I can stop a ball with basic control and send it in a different direction</li> <li>I can take part in sending and receiving</li> <li>I can show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking a ball.</li> </ul>	<ul style="list-style-type: none"> <li>I can catch a ball with control and pass it to someone else</li> <li>Develop simple tactics for attacking and defending perform a range of rolling, throwing, striking, kicking, catching and gathering skills</li> </ul>	<ul style="list-style-type: none"> <li>I can catch a ball whilst moving</li> <li>I can travel with a ball including whilst bouncing</li> <li>I can understand tactics for attacking and defending</li> <li>I can choose and use batting or throwing skills to make the game hard for their opponents</li> </ul>	<ul style="list-style-type: none"> <li>I can catch and control a ball whilst moving using both hands and feet</li> <li>I can accurately pass a ball</li> <li>I can explain how tactics are different for attacking and defending.</li> <li>I can make up a game with simple rules in small groups</li> </ul>	<ul style="list-style-type: none"> <li>I can control and catch a ball &amp; accurately pass whilst moving</li> <li>I can apply tactics and rules to a range of games</li> <li>I can use a range of techniques when passing, eg high, low, bounced, fast, slow</li> <li>I can strike a ball with intent and throw it more accurately when bowling and/or fielding</li> <li>I can effectively play a competitive net/wall game keeping and using rules that are given</li> </ul>	<ul style="list-style-type: none"> <li>I can control movement with a ball whilst moving</li> <li>I can dribble effectively around obstacles.</li> <li>I understand how to change tactics to improve performance.</li> <li>I can use different ways of bowling</li> <li>I can play recognised version of net game showing tactical awareness and knowledge of rules and scoring.</li> </ul>	



## Dallam Community Primary School – Subject Progression – PE

Knowledge and Understanding of Fitness and Health Progression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>MANAGING SELF</b></p> <p><b>Seedlings</b></p> <ul style="list-style-type: none"> <li>I am aware of and interested in my own and others' physical characteristics, e.g. ,pointing to and naming features such as noses, hair and eyes</li> <li>I am beginning to use me, you and I in my talk</li> <li>I have a growing sense of self through asserting my likes and dislikes, choices, decisions, and ideas.</li> </ul> <p><b>Acorns</b></p> <ul style="list-style-type: none"> <li>I persistently follow my class and school rules</li> <li>I am able to think about my feelings which can help me manage my emotions</li> <li>I can use the toilet independently</li> <li>I can put my coat on by myself</li> <li>I can talk about some rules I know in school</li> </ul> <p><b>Ash</b></p> <ul style="list-style-type: none"> <li>I can get myself ready for PE</li> <li>I know some food choices which are healthy</li> <li>I can talk about some of the rules in my new class</li> <li>I can talk about healthy food choices</li> <li>I know basic hygiene as part of my daily routines in school (e.g.: washing hands before snack/dinner, after using the toilet)</li> <li>I show independence when access learning opportunities around the classroom</li> <li>I can explain why we have rules</li> <li>I can manage my own basic hygiene and personal needs</li> <li>I understand the importance of healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>Talk about why it is important to be active</li> <li>Recognise that my body changes during exercise</li> <li>I can use equipment appropriately and safely</li> </ul>	<ul style="list-style-type: none"> <li>Understand why it is important to be active in terms of being healthy</li> <li>Recognise and describe how their bodies feel during different activities</li> <li>use equipment appropriately and move and land safely.</li> </ul>	<ul style="list-style-type: none"> <li>Know that I should warm up before an activity</li> <li>Explain why physical activity is good for your health – giving specific benefits e.g maintain a healthy weight</li> <li>Understand how to exercise safely and describe how the body feels during different activities with reference to breathing and heart rate</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons why warming up before an activity is important.</li> <li>Explain why physical activity is good for your health – giving a number of benefits e.g healthy heart, strong bones...</li> <li>Understand how to exercise safely and describe how the body feels during different activities with reference to a variety of physical factors</li> <li>Record and monitor how hard I am working</li> </ul>	<ul style="list-style-type: none"> <li>Explain and apply basic safety principles in preparing for exercise.</li> <li>Describe what effects exercise has on the body and how it is valuable to fitness and health.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to suggest ways to warm up and cool down that suit the activity.</li> <li>Explain the effects of exercise on the body, being specific about the benefits particular systems and organs</li> </ul>