

Progression in PE

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

Gymnastics Progression								
EYFS Obj's			KS1 NC Obj's			KS2 NC Obj's		
<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately Travels with confidence and skill around, under, over and through balancing and climbing equipment. 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 and tools effectively (ELG) 			<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best 		
Key Skills	Rec	Y1	Y2	Y3	Y4	Y5	Y6	End Point
Health & Fitness	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.	Explain some safety principles when preparing for and during exercise. 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.
	Acquiring and developing skills to perform (general)	Roll in different ways with control. Travel in different ways. Stretch in different ways. Jump in a range of ways from one space to another with control. Move around, under, over, and through different objects and equipment.	Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely.	Copy, explore and remember actions and movements to create their own sequence. Travel in a variety of ways, including rolling. Hold a still shape whilst balancing on different points of the body. Climb onto and jump off the equipment safely. Link more than 2 actions to make a	Choose ideas to compose a movement sequence independently Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Link more than 2 actions with increasing confidence, including	Choose ideas to compose a movement sequence independently and with others. Use equipment to vault in a variety of ways. Travel in different ways, including using flight. Develop flexibility, strength, technique, control and balance Create a sequence of actions that fit a theme.	Create a sequence of actions that fit a theme. Select movements that link smoothly into one another Combine equipment with movement to create sequences. Perform jumps, shapes and balances fluently and with control. Use equipment to vault in a variety of ways. Develop the placement of their body parts in balances, recognising the	Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. Develop strength, technique and flexibility throughout performances.

Strive, Believe, Value, Succeed

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	<p>Create a short sequence of movements.</p> <p>Begin to balance with control.</p>	<p>Begin to move with control and care.</p> <p>Create and perform a movement sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p>	<p>sequence, using their own ideas</p> <p>Move with increasing control and care.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>	<p>changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Begin to use equipment to vault.</p> <p>Begin to show flexibility in movements</p>	<p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p>	<p>position of their centre of gravity and where it should be in relation to the base of the balance.</p>		
Skill specific	Rec	Y1	Y2	Y3	Y4	Y5	Y6	End Point
Rolls	<ul style="list-style-type: none"> • Curled side roll (egg roll) • Log roll (pencil roll) • Teddy bear roll 	<ul style="list-style-type: none"> • Teddy bear roll 	<ul style="list-style-type: none"> • Rocking for forward roll • Crouched forward roll 	<ul style="list-style-type: none"> • Crouched forward roll • Forward roll from standing • Tucked backward roll 	<ul style="list-style-type: none"> • Tucked backward roll • Straddle forward roll • Backward roll to straddle 	<ul style="list-style-type: none"> • Pike forward roll • Backward roll to straddle 	<ul style="list-style-type: none"> • Pike backward roll • Backward roll to standing pike • Dive forward roll 	<p>To be able to perform & link a range of rolls with control & speed.</p>
Jumps	<ul style="list-style-type: none"> • Straight jump • Tuck jump • Jumping Jack • Half turn jump 	<ul style="list-style-type: none"> • Half turn jump • Cat spring 	<ul style="list-style-type: none"> • Cat spring to straddle 	<ul style="list-style-type: none"> • Star jump • Straddle jump • Pike jump • Straight jump half-turn • Cat leap 	<ul style="list-style-type: none"> • Straight jump full-turn • Cat leap half-turn 	<ul style="list-style-type: none"> • Split leap 	<ul style="list-style-type: none"> • Stag leap 	<p>To be able to perform & link a range of jumps with control & power.</p>
Vaults		<ul style="list-style-type: none"> • Straight jump off springboard 	<ul style="list-style-type: none"> • Tuck jump off springboard • Hurdle step onto springboard 	<ul style="list-style-type: none"> • Squat on vault • Star jump off • Straddle jump off • Pike jump off 	<ul style="list-style-type: none"> • Straddle jump off • Pike jump off • Straddle on vault 	<ul style="list-style-type: none"> • Straddle on vault • Squat through vault 	<ul style="list-style-type: none"> • Straddle over vault 	<p>To be able to vault with speed, power & control.</p>
Handstands, Cartwheels and Round-offs	<ul style="list-style-type: none"> • Bunny hop 	<ul style="list-style-type: none"> • Front support wheelbarrow with partner 	<ul style="list-style-type: none"> • T-lever • Scissor kick 	<ul style="list-style-type: none"> • Handstand • Cartwheel 	<ul style="list-style-type: none"> • Lunge into handstand • Lunge into cartwheel 	<ul style="list-style-type: none"> • Lunge into round-off 	<ul style="list-style-type: none"> • Hurdle step into cartwheel • Hurdle step into round-off 	<p>To be able to perform a handstand & cartwheel with control.</p>

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Travelling & Linking Actions	<ul style="list-style-type: none"> Tiptoe, step, jump and hop 	<ul style="list-style-type: none"> Galloping Hop Hopscotch Skip 	<ul style="list-style-type: none"> Skip Hop Straight jump half-turn Link more than 2 actions to make a sequence, using their own ideas 	<ul style="list-style-type: none"> Link more than 2 actions with increasing confidence, including changes of direction, speed or level. Chassis steps Straight jump half turn Cat leap 	<ul style="list-style-type: none"> Travel in different ways, including using flight. Straight jump full turn Cat leap half turn Pivot 	<ul style="list-style-type: none"> Combine equipment with movement to create sequences. Select movements that link smoothly into one another Perform own longer, more complex sequences in time to music. 	<ul style="list-style-type: none"> Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. 	<p>To be able to travel & link actions with creativity & flow in time to music.</p>
Shapes and Balances	<ul style="list-style-type: none"> Standing balance on tiptoes Standing balance on 1 leg 	<ul style="list-style-type: none"> Kneeling balances – 3 points Dishes & arches Pike, tuck, star, straight, straddle shapes 	<ul style="list-style-type: none"> Large body part balances Balances on apparatus Balances with a partner 	<ul style="list-style-type: none"> Matching and contrasting partner balances 	<ul style="list-style-type: none"> 1, 2, 3 and 4-point balances Balances with and against a partner 	<ul style="list-style-type: none"> Part body weight partner balances 	<ul style="list-style-type: none"> Develop technique, control and complexity of part-weight partner balances Group formations 	<p>To be able to perform a range of strong, still shapes & balances independently, with a partner and on equipment.</p>
Evaluate	<p>Talk about what they have done.</p> <p>Experiment with ways of changing their dance.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve.</p>	<p>Watch and describe performances and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p> <p>Begin to use skill specific vocabulary when evaluating</p>	<p>Watch performances giving ideas for improvements.</p> <p>Use skill specific vocabulary when evaluating</p> <p>Change parts of a performance as a result of self-evaluation.</p>	<p>Choose and use criteria to evaluate own and others' performances.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements that will improve performance</p>	<p>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.</p>