

### Physical Education Progression of Learning & End Points (Key Performance Indicators)

Area of Study	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Scope</b>							
<b>Gymnastics</b>	<p>Refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Pupils can use their bodies in different way to move across apparatus effectively.</p> <p>Pupils can do a forward roll and link it to other actions.</p> <p>Pupils can jump from apparatus and land without falling over.</p>	<p>Pupils can perform a forward and backwards roll on a mat.</p> <p>Pupils can link actions to perform a routine with a partner.</p> <p>Pupils can use apparatus and link it into a routine.</p>	<p>Pupils can balance on apparatus without losing balance.</p> <p>Pupils can perform a sequence that has a beginning, middle and end.</p> <p>Pupils can use the climbing frame safely.</p>	<p>Pupils can use the climbing frame with safety.</p> <p>Pupils can transfer floor work to apparatus while lining actions.</p> <p>Pupils can recognize the importance of a warm up and cool down</p>	<p>Pupils can link 6 actions together in a routine.</p> <p>Pupils can balance off the climbing frame.</p> <p>Pupils can use apparatus and transfer that to their work on the mat too.</p>	<p>Pupils to identify what a good performance is and compare it to previous weeks.</p> <p>Pupils to perform a sequence using a number of actions and different types of balances such as counter-tension ones etc.</p> <p>Pupils to be able to use apparatus/climbing frames safely and hold balances on them.</p> <p>Pupils to work together to assess others performances and give feedback on what they can improve.</p>
<b>End Points</b>	<p><b>Gross Motor Skills</b></p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>Travel in a variety of ways – walking, running, skipping, hopping, jumping etc.</p> <p>Copy and repeat simple movement patterns from teacher and others</p> <p>Link basic actions e.g. shapes into rolls</p>	<p>Pupils can perform a forward and backwards roll on a mat.</p> <p>Pupils can link actions to perform a routine with a partner.</p> <p>Sequences to have a beginning, middle and end</p>	<p>Develop and perform actions e.g. jumping, balancing, transferring weight, rolling, turning, weight on hands</p> <p>Devise and perform sequences showing clear beginning, middle and end</p>	<p>Choose combinations that work in a sequence</p> <p>Explain the need to warm up and stretch, breathe more slowly to gradually cool down body after activity</p> <p>Transfer floor work to a low bench to assist in the development of routine</p>	<p>Develop sequence using equipment (springboard, box tops) being creative with mounts and dismounts on the equipment</p> <p>Explain how combinations are devised for sequences</p> <p>Determine how they can improve own</p>	<p>Make a small sequence of balances with a partner linking moves (rolls, skips, steps, strides, jumps and hops)</p> <p>Explain what makes sequences, discrete skills and transitions challenging</p> <p>Explore ideas and improvise movements,</p>

				Identify similarities and differences in performance		performance and challenge themselves and others	gestures, body shapes, rhythms and travelling patterns that suit the style  Compose, develop and adapt motifs to make dance phrases and use these in longer dances
<b>Dance</b>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Pupils can link a number of actions together.</p> <p>Pupils can change the speed of their body following the change of speed in music.</p>	<p>Pupils can perform a routine to music</p> <p>Pupils can use different levels in their routine</p>	<p>Pupils can link actions with a partner to music.</p> <p>Pupils can use changes of speed in their sequence.</p>	<p>Pupils can use a range of actions which include tension and changes of speed.</p> <p>Pupils can change level and use the space to the sound of music.</p>	<p>Pupils can lead a warm up that includes dynamic stretching and static stretching.</p> <p>Pupils can choose a dance genre: eg: dance music and perform a routine towards it.</p> <p>Pupils can link all a number of actions together in a group.</p>	<p>Pupils to perform a sequence using a number of actions and different types of balances such as counter-tension ones etc</p> <p>Pupils to work together to assess others performances and give feedback on what they can improve</p>
<b>End Points</b>	<p><b>Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Copy and repeat simple movement patterns from teacher and others.</p> <p>Choose movements to make own phrases with beginnings, middle and ends.</p>	<p>Choose and link actions to make short dance phrase that expresses an idea, mood or feeling</p> <p>Talk about then explore actions relating to specific stimuli</p>	<p>Explore and develop new actions whilst working with a partner or small group</p> <p>Link actions to make dance phrases with partner</p> <p>Perform with expression and awareness of others</p>	<p>Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity on own and with others</p> <p>Remember, practise and combine longer and more complex phrases</p>	<p>Explore, improvise and choose appropriate material to create new motifs in chosen dance style</p> <p>Create motifs that show character and dramatic effect and sequence movement in a logical order</p>	<p>Make a small sequence of balances with a partner linking moves (rolls, skips, steps, strides, jumps and hops)</p> <p>Explain what makes sequences, discrete skills and transitions challenging</p> <p>Explore ideas and improvise movements,</p>

	<p><b>Being Imaginative and Expressive</b></p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>			<p>Know how to use space in dance</p>		<p>Describe and interpret dance movements using appropriate vocabulary</p>	<p>gestures, body shapes, rhythms and travelling patterns that suit the style</p> <p>Compose, develop and adapt motifs to make dance phrases and use these in longer dances</p>
<p><b>Team Games</b> Invasion Net &amp; Ball Bat &amp; Ball Target</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Pupils can move into space when asking for the ball off a teammate.</p> <p>Pupils can pass the ball to someone in a better position than others.</p> <p>Pupils can catch a ball and throw using the overarm and underarm technique.</p> <p>Pupils can move into space when asking for the ball off a teammate.</p>	<p><b>Handball/Dodgeball</b> Pupils can follow the rules to keep score</p> <p>Pupils can pass to others in better space than them</p>	<p><b>Mini Tennis</b> Pupils can make good contact on the ball using a tennis racket.</p> <p>Pupils can move around the court in anticipation for the ball.</p> <p><b>Football</b> Pupils can pass to others in their team passing and shoot effectively.</p> <p>Pupils can use the rules and abide by them in a game of football.</p> <p>Pupils can use space for them to receive the ball and also create space for others.</p>	<p><b>Badminton</b> Pupils can hit the shuttle out of the sweet spot of the racket.</p> <p>Pupils can move around the court to make it difficult for their opponent.</p> <p>Pupils can play overhead and under head shots across the net.</p> <p><b>Football</b> Pupils can defend and attack when playing football.</p> <p>Pupils can keep possession off the opposition.</p> <p>Pupils can use different parts of their feet to score such as outside, inside, laces etc.</p>	<p><b>Hockey</b> Pupils can use the correct technique when shooting or passing in hockey.</p> <p>Pupils can keep possession off the opponents</p> <p>Pupils can move into space to either receive the ball or to create space for others.</p> <p><b>Cricket</b> Pupils can use the correct bowling technique in cricket.</p> <p>Pupils can keep the score and also abide by the rules in a game situation.</p> <p>Pupils can set a field to stifle a batsman from getting runs.</p> <p><b>Netball</b> Pupils can understand the rules in netball</p> <p>Pupils can move effectively to receive the ball</p>	<p><b>Tag Rugby</b> Pupils to play a competitive game of tag rugby applying their skills and rules to the game.</p> <p>Pupils to identify what a good performance is and compare it to previous weeks.</p> <p><b>Cricket</b> Pupils to play a competitive game of cricket using the full rules</p> <p>Pupils to learn how to bowl overarm using the correct technique</p> <p>Pupils to plan against another team in cricket and try and identify the opponent's weaknesses</p>

						Pupils can make their own warm ups up and then do them	
<p><b>End Points</b></p>	<p><b>Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Move fluently, change speed and direction avoiding collisions.</p> <p>Recognise and use space to their advantage.</p> <p>Travel in a variety of ways – walking, running, skipping, hopping, jumping etc.</p>	<p>Perform a range of rolling, throwing, striking and kicking in a game situation</p> <p>Perform a range of receiving catching and gathering skills with control in a game situation</p>	<p>Use a range of skills with increasing control (when passing and shooting)</p> <p>Know how to use space in games</p> <p>Identify parts of own performance that need improvement and suggest how to achieve this</p>	<p>Use a range of skills with increasing control (with clear intent of where they are playing the shuttlecock)</p> <p>Work well as a team to make it hard for opponents (communicating and sharing space effectively)</p> <p>Use other peoples' suggestions to practise and improve own performance</p> <p>Understand rules, positions and tactics</p> <p>Use a range of skills with increasing control (when passing, receiving and shooting)</p>	<p>Show growing consistency and control in games</p> <p>Keep and use the rules they are given and suggest how they could be changed to improve the game (make it harder/fairer/more focused)</p> <p>Know and explain the tactics and skills that they are confident with and use them well in games</p>	<p>Show awareness of which skills relate to a different part of a game or different roles in a game</p> <p>Plan as a team and organize themselves into different roles, choosing and using skills and tactics that affect the game</p> <p>Bowl overarm using the correct technique (Cricket)</p>
<p><b>Athletics/Fitness</b></p>	<p>Combine different movements with ease and fluency.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Travel in a variety of ways with pace – walking, running, skipping, hopping, jumping etc.</p> <p>Pupils can throw using the overarm and underarm techniques to achieve further distances.</p>	<p>Pupils can run using the scissor arm technique</p> <p>Pupils can throw a javelin using the correct overarm technique</p> <p>Pupils can link a hop, step and jump to perform a long jump</p>	<p>Pupils can run using the correct scissor hands technique while jumping over hurdles.</p> <p>Pupils can use the correct technique when performing a long jump ie: hop, skip, jump.</p>	<p>Pupils can use the correct sprinting technique starting from the floor.</p> <p>Pupils can jump over the extended hurdles and lift them up higher after completing them.</p>	<p>Pupils can get great distance when throwing the javelin</p> <p>Pupils can use great stamina when performing longer runs</p> <p>Pupils can use a stop watch to time their partner's running time</p>	<p>Run, jump, catch and throw in isolation and in combination.</p> <p>Understand how the muscles work, e.g. work by getting shorter, relax by getting longer.</p> <p>Choose skills that meet the needs of the situation.</p> <p>Combine and perform skills with control.</p>

	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating						
<b>End Points</b>	<p><b>Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Demonstrate 5 basic jumps independently.</p> <p>Use different techniques, speeds and effort to meet challenges set for <b>running</b>.</p> <p>Use different techniques, speeds and effort to meet challenges set for <b>jumping</b>.</p> <p>Use different techniques, speeds and effort to meet challenges set for <b>throwing</b>.</p>	<p>Demonstrate different combinations of jumps showing control, coordination and consistency</p> <p>Recognise that there are different types of running, jumping and throwing</p> <p>Suggest with guidance a target for improving distance or height</p>	<p>Perform a range of jumps showing power, control and consistency at both take-off and landing</p> <p>Pace effort well in different types of events to keep going steadily</p> <p>Use a range of skills with increasing control</p>	<p>Perform a range of jumps showing power, control and consistency at both take off and landing</p> <p>Identify technical skills and physical attributes/ability needed for different events</p>	<p>Use bodies effectively to jump and throw e.g. starting low and slow finishing high and fast</p> <p>Identify and explain good athletic performance regarding technical skills and physical attributes/ability</p>	<p>Explain how their body reacts and feels when taking part in different activities and undertaking different roles.</p>
<b>Outdoor &amp; Adventurous</b>				<p>Begin to choose equipment that is appropriate for an activity</p> <p>Communicate with others.</p>	<p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Communicate clearly with others. Work as part of a team</p>	<p>Choose the best equipment for an outdoor activity.</p> <p>Create a simple plan of an activity for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Communicate clearly and effectively with others.</p> <p>Work effectively as part of a team</p>	<p>Pupils to work independently or as a team as they take part in outdoor activities</p> <p>Create an outdoor activity that challenges others.</p> <p>Communicate clearly and effectively with others when under pressure.</p> <p>Work effectively as part of a team, demonstrating leadership skills</p>
<b>End Points</b>				<p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key.</p>	<p>Know how to make the most of strengths and weaknesses in activities</p> <p>Use appropriate terminology, describe different styles in their own and others performance and suggest how they can improve</p>		

					Complete orienteering activities both as part of a team and independently.
<b>Swimming</b>					<p>Swim confidently over a distance of at least 25 metres.</p> <p>Use a range of strokes such as front crawl, backstroke and breaststroke.</p> <p>Be safe in the water in different situations.</p>