

**PE PROGRESSION
INTENT –**

At Winterbourne Earls it is our intention to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as fairness and respect. We aim to provide a fun, quality physical education curriculum that inspires all pupils to succeed. We will provide opportunities for pupils to become physically confident in a way that supports their health and fitness. We encourage a positive growth mind-set and the resilience to persevere with activities. At Winterbourne, we are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, and give them work together to develop these skills, as each one does their part we grow in love.

	Strand	Skills and Knowledge	Vocabulary
EYFS	Fine Motor Skills	<ul style="list-style-type: none"> Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. (40-60) 	Run, hop, jump, skip, stretch, step, healthy, exercise
	Gross Motor skills	<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60) 	
	Health and self-care	<ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60) 	

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Year 1	Games	<ul style="list-style-type: none"> • Copy and repeat simple skills. • Throw and catch a ball with a partner move fluently, changing direction and speed easily and avoiding collisions show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking. • Link simple actions and skills. • Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent's actions 	Warm up, balance, muscle, stretching, half-turn, receive, travel, space, attack/defend, sequence, shape name (tuck, pike, straddle, star), gallop, accuracy
	Gymnastics	<ul style="list-style-type: none"> • Make up simple movement phrases in response to simple tasks. • Link & repeat basic gymnastic actions. Link & repeat basic gymnastic actions perform movement phrases. 	
	Dance	<ul style="list-style-type: none"> • Copy and repeat simple skills Follow the leader – jumps, hops, skips. • Respond to different stimuli with a range of actions. • Copy and explore basic body actions demonstrated by the teacher. • Copy simple movement patterns from each other and explore the movement. Link simple actions and skills. • Compose and link movement phrases to make simple dances with clean beginning, middle and end. • Practise and repeat their movement phrases and perform them in a controlled way. 	
	Athletics	<ul style="list-style-type: none"> • Follow marked tracks in familiar environment. • Run at different speeds, jump with accuracy, and use a small range of techniques. • Choose which throwing and retrieving technique to use. 	

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Year 2	Games	<ul style="list-style-type: none"> • Copy, remember and repeat simple skills with control and co-ordination. • Pass a ball accurately to a partner over a variety of distances perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run Pupils vary skills, actions and ideas. • Begin to show some understanding of simple tactics. • Vary skills and show some understanding of simple tactics. • Choose and use tactics to suit different situations react to situations in a way that helps their partners and makes it difficult for their opponents. 	Warm up, balance, muscle, stretching, half-turn, receive, travel, space, attack/defend, sequence, shape name (tuck, pike, straddle, star), gallop, accuracy
	Gymnastics	<ul style="list-style-type: none"> • Copy, remember and repeat simple skills with control and co-ordination • Perform a variety of actions with increasing control. • Repeat accurately sequences of gymnastic actions. • Move smoothly from a position of stillness to a travelling movement. • Move smoothly and in a controlled way from one position of stillness to another. • Vary skills, actions and ideas. • Begin to show some understanding of simple tactics; Choose, use and vary simple compositional ideas to create and perform a sequence. Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. Adapt the sequence to include apparatus or a partner use different combinations of floor, mats and apparatus, showing control, accuracy and fluency. 	
	Dance	<ul style="list-style-type: none"> • Copy, remember and repeat simple skills with control and co-ordination. • Link several movements together with control and coordination, talk about different stimuli as the starting point for creating dance phrases and short dances. • Explore actions in response to stimuli and explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements, vary skills, actions and ideas. • Begin to show some understanding of simple tactics. • Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings • Remember and repeat a short dance phrase, showing greater control, co-ordination and spatial awareness. 	
	Athletics	<ul style="list-style-type: none"> • Use simple plans and diagrams of familiar environments. • Change speed and direction, link running and jumping, throw accurately. • Use skills to solve a basic challenge or problem. • Choose when to run and when to jump. Select which throwing technique to use for accuracy and distance. 	

	Strand	Skills and Knowledge	Vocabulary
Year 3	Games	<ul style="list-style-type: none"> Select and use skills and ideas with co-ordination and control. Travel whilst bouncing a ball showing control Use a range of skills to help them keep possession and control of the ball. Perform the basic skills needed for the games with control and consistency. Use a range of skills with increasing control. Show an understanding of tactics and composition by starting to vary how they respond In pairs, make up a game and play a simple rallying game. Use a range of skills to keep possession and make progress towards a goal, on their own and with others. Choose good places to stand when receiving, and give reasons for their choice choose and use batting or throwing skills to make the game hard for their opponents. 	Defend, attack, unison, cannon, motif, mirroring, technique, fielding, striking, gather, support, invade, strength, flexibility, cooldown, possession, coordination, handstand, lunge, cartwheel, volley, matching, contrasting, stimuli, rhythm, expression, orientate, symbol, flight, stationary, clarity, fluency, pivot.
	Gymnastics	<ul style="list-style-type: none"> Select and use skills and ideas with co-ordination and control. Perform a range of rolls. Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement when performing actions on their own and with a partner. Understand tactics and composition by starting to vary how they respond Plan and perform a movement sequence showing contrasts in speed, level and direction. Devise and perform a gymnastic sequence, showing a clear beginning, middle and end adapt a sequence to include different levels, speeds or directions work well on their own and contribute to pair sequences. 	
	Dance	<ul style="list-style-type: none"> Select and use skills and ideas with co-ordination and control Improvise freely with a partner translating ideas from stimuli to movement. Show an imaginative response to different stimuli through use of language and choice of movement. Incorporate different qualities and dynamics into their movements explore and develop new actions while working with a partner or a small group. Pupils show that they understand tactics and composition by starting to vary how they respond. Apply basic compositional ideas to create dance which convey feelings and emotions link actions to make dance phrases, working with a partner and in a small group perform short dances with expression, showing an awareness of others when moving describe what makes a good dance phrase. 	
	Athletics , swimming and OAA	<ul style="list-style-type: none"> Swim 20-25 metres in water unaided, co-ordination with arms and legs, use different stokes, describe how to move arms and legs together. Use maps and diagrams to orientate themselves around a course. Throw with accuracy and power, into a target, difference between sprinting and running, different roles in groups. Use their arms and legs in the correct manner for the chosen stroke. Respond appropriately when task/environment changes, plan responses. Choose and use throw to reach target, choose which role to play within group situation. 	

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Year 4	Games	<ul style="list-style-type: none"> • Pupils can link movement phrases together with increased precision. • Travel with a ball showing increasing control using both hands and feet. • Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team. Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations. • Use a range of different skills with increasing control and skill Pupils can link tactics and skills together with increased precision. • Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game. • Choose where they should position themselves to be a defender and an attacker. • Choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be. 	Defend, attack, unison, cannon, motif, mirroring, technique, fielding, striking, gather, support, invade, strength, flexibility, cooldown, possession, coordination, handstand, lunge, cartwheel, volley, matching, contrasting, stimuli, rhythm, expression, orientate, symbol, flight, stationary, clarity, fluency, pivot,
	Gymnastics	<ul style="list-style-type: none"> • Select, use and perform with coo-ordination and fluency • Perform a range of rolls with control and accuracy. • Explore different combinations of apparatus to look at shape, balance and travel. Know how to utilize this equipment to enhance their movements. • Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect. • Begin to perform with a partner or group. Pupils can link movement phrases together with increased precision. • Begin to develop a longer and more varied movement phrase with smooth, planned links between actions. • Perform a sequence where the children combine speed, level, direction and a variety of shapes. • Work within different groups to contribute to a variety of different sequences. 	
	Dance	<ul style="list-style-type: none"> • Select, use and perform with coo-ordination and fluency Respond and perform with a partner, demonstrating actions that link with fluency and accuracy. • Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases Use a range of actions and begin to combine movement phrases and patterns. • Begin to respond within a small group of partnership, to speed and level. • Pupils can link movement phrases together with increased precision. • Begin to design their own movement phrases. • Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group. • Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others. 	
	Athletics and OAA	<ul style="list-style-type: none"> • Use a map with confidence to navigate around a route. • Increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence. • Link arms and legs correctly to allow effective propulsion across the pool. • Adapt and respond to changes in the environment to allow them to complete the task • Choose which throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics. 	

	Strand	Skills and Knowledge	Vocabulary
Year 5	Games	<ul style="list-style-type: none"> • Performance shows precision, control and fluency. • Travel with a ball showing changes of speed and directions using either foot or hand. • Use a range of techniques when passing, eg high, low, bounced, fast, slow. • Keep a game going using a range of different ways of throwing. • Strike a ball with intent and throw it more accurately when bowling and/or fielding. • Link skills, techniques and ideas accurately and appropriately. • Effectively play a competitive net/wall game. • keep and use rules they are given Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights Judge how far they can run to score points. 	Tactics, hurdle, round-off, navigate, improvise, accelerate, reaction time, strategy, shape, precision, dive roll, fitness, endurance
	Gymnastics	<ul style="list-style-type: none"> • Performance shows precision, control and fluency. • Perform a range of rolls consistently. • Perform a range of actions and agilities with consistency, fluency and clarity of movement Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner. • Link skills, techniques and ideas accurately and appropriately • Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make a sequence. Sequences with changes of speed, level and direction, and clarity of shape. • Gradually increase the length of sequences Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. 	
	Dance	<ul style="list-style-type: none"> • Performance shows precision, control and fluency. • Respond to a variety of stimuli showing a range of actions performed with control and fluency think about character and narrative ideas created by the stimulus, and respond through movement 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 • Link skills, techniques and ideas accurately and appropriately. • Create and perform dances using a range of movement patterns in response to a range of stimuli use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer remember, practise and combine longer, more complex dance phrases. 	
	Athletics and OAA	<ul style="list-style-type: none"> • Move confidently through familiar and less familiar environments, prepare self. • Sustain and maintain running speed, improve on personal target, organize and manage an athletic event well . • Link the correct arm and leg movement for front and back strokes. • Adapt skills and strategies as situation demands. • Choose pace for running, plan and carry through an event. 	

	Strand	Skills and Knowledge	Vocabulary
Year 6	Games	<ul style="list-style-type: none"> • Consistent performance showing precision, control and fluency. • Dribble effectively around obstacles. • Show precision and accuracy when sending and receiving. • Perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation. • Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. • Use different ways of bowling Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition. • Play recognized version of net game showing tactical awareness and knowledge of rules and scoring. • Play, choose and use skills which meet the needs of the situation. • Choose when to pass or dribble, so that they keep possession and make progress towards the goal. • Hit the ball with purpose, varying the speed, height and direction. • Hit the ball from both sides of the body. 	Tactics, hurdle, round-off, navigate, improvise, accelerate, reaction time, strategy, shape, precision, dive roll, fitness, endurance
	Gymnastics	<ul style="list-style-type: none"> • Consistent performance showing precision, control and fluency. • Perform a range of rolls showing different entrances and exits. • Perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension. • Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapt sequences to include a partner or a small group. 	
	Dance	<ul style="list-style-type: none"> • Consistent performance showing precision, control and fluency. • Perform a variety of dance styles with accuracy and consistency explore, improvise and choose appropriate material to create new motifs in a chosen dance style respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. • Pupils select and combine skills, techniques and ideas demonstrating their knowledge of tactics, strategies and composition. • Extend compositional skills incorporating a wider range of dance styles and forms compose, develop and adapt motifs to make dance phrases and use these in longer dances select and use a range of compositional ideas to create motifs that demonstrate their dance idea. 	

	Athletics and OAA	<ul style="list-style-type: none">• Work confidently in changing environments, adapt quickly.• Strength, stamina and speed when running, jumping and throwing, know rules, judge events .• Devise and put into practice a range of solutions and challenges. Adapt skills and techniques to different challenges and equipment.	
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