

# Physical Education Progression



| ATHLETICS  |  |   |   |   |  |   |
|--|--|---|---|---|--|---|
| RECEPTION  | YEAR 1   | YEAR 2  | YEAR 3  | YEAR 4  | YEAR 5   | YEAR 6  |
| <b>Health and Fitness</b>                                  |  |   |   |   |  |   |
| Describe how the body feels when still and when exercising | Describe how the body feels before, during and after exercise.<br><br>Carry and place equipment safely.  | Recognise and describe how the body feels during and after different physical activities.<br><br>Explain what they need to stay healthy.  | Recognise and describe the effects of exercise on the body.<br><br>Know the importance of strength and flexibility for physical activity.<br><br>Know some reasons for warming up and cooling down  | Describe how the body reacts at different times and how this affects performance.<br><br>Explain why exercise is good for your health.<br><br>Explain why it is important to warm up and cool down.                   | Know and understand the reasons for warming up and cooling down.<br><br>Explain some safety principles when preparing for and during exercise.   | Understand the importance of warming up and cooling down.<br><br>Carry out warm-ups and cool-downs safely and effectively.<br><br>Understand why exercise is good for health, fitness and wellbeing.<br><br>Know ways they can become healthier.  |
| <b>Running</b>   |  |   |   |   |  |   |
| Run in different ways for a variety of purposes.           | Vary their pace and speed when running.<br><br>Run with a basic technique over different distances.<br><br>Show good posture and balance.<br><br>Jog in a straight line.<br><br>Change direction when jogging.<br><br>Sprint in a straight line.<br><br>Change direction when sprinting.<br><br>Maintain control as they change direction when jogging or sprinting. | Run at different paces, describing the different paces.<br><br>Use a variety of different stride lengths.<br><br>Travel at different speeds.<br><br>Begin to select the most suitable pace and speed for distance.<br><br>Complete an obstacle course.<br><br>Vary the speed and direction in which they are travelling.<br><br>Run with basic techniques following a curved line.<br><br>Be able to maintain and control a run over different distances. | Identify and demonstrate how different techniques can affect their performance.<br><br>Focus on their arm and leg action to improve their sprinting technique.<br><br>Begin to combine running with jumping over hurdles.<br><br>Focus on trail leg and lead leg action when running over hurdles.<br><br>Understand the importance of adjusting running pace to suit the distance being run. | Confidently demonstrate an improved technique for sprinting.<br><br>Carry out an effective sprint finish.<br><br>Perform a relay, focusing on the baton changeover technique.<br><br>Speed up and slow down smoothly. | Accelerate from a variety of starting positions and select their preferred position.<br><br>Identify their reaction times when performing a sprint start.<br><br>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.<br><br>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.<br><br>Identify and demonstrate stamina, explaining its importance for runners. | Recap, practise and refine an effective sprinting technique, including reaction time.<br><br>Build up speed quickly for a sprint finish.<br><br>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.<br><br>Accelerate to pass other competitors.<br><br>Work as a team to competitively perform a relay.<br><br>Confidently and independently select the most appropriate pace for different distances and different parts of the run.<br><br>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run |
| <b>Jumping</b>   |  |   |   |   |  |   |
| Jump in a range of ways,                                   | Perform different types of   | Perform and compare   | Use one and two feet to take off  | Improve techniques for jumping  | Learn how to combine a hop,  | Develop the technique for the   |

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| <p>landing safely</p>  | <p>jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Perform a short jumping sequence.</p> <p>Jump as high as possible.</p> <p>Jump as far as possible.</p> <p>Land safely and with control.</p> <p>Work with a partner to develop the control of their jumps.</p> | <p>different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Combine different jumps together with some fluency and control.</p> <p>Jump for distance from a standing position with accuracy and control.</p> <p>Investigate the best jumps to cover different distances.</p> <p>Choose the most appropriate jumps to cover different distances.</p> <p>Know that the leg muscles are used when performing a jumping action.</p> | <p>and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control</p>          | <p>for distance.</p> <p>Perform an effective standing long jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> | <p>step and jump to perform the standing triple jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques</p> | <p>standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> |
| <h2>Throwing</h2>  |   |  |   |  |   |   |
| <p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p>  | <p>Throw underarm and over arm.</p> <p>Throw a ball towards a target with increasing accuracy.</p> <p>Improve the distance they can throw by using more power</p>   | <p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw with accuracy at targets of different heights.</p> <p>Investigate ways to alter their throwing technique to achieve greater distance.</p>   | <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their over arm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p> | <p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance</p>        | <p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>   | <p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy</p>   |
| <h2>Compete/Perform</h2>   |   |  |   |  |   |   |
| <p>Control their body when performing a sequence of movements</p> <p>Participate in simple games</p> | <p>Begin to perform learnt skills with some control.</p> <p>Engage in competitive activities and team games.</p>  | <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others</p>   | <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>   | <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>             | <p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of</p>   | <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics</p>  |

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| Evaluate                         |                                     |  |  |  |  |  |
|----------------------------------|-------------------------------------|--|--|--|--|--|
| Talk about what they have done.  | Watch and describe performances.    | Watch and describe performances, and use what they see to improve their own performance. | Watch, describe and evaluate the effectiveness of a performance. | Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. | Choose and use criteria to evaluate own and others' performance.   | Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements |
| Talk about what others have done | Begin to say how they could improve | Talk about the differences between their work and that of others.                        | Describe how their performance has improved over time.           | Modify their use of skills or techniques to achieve a better result.                           | Explain why they have used particular skills or techniques, and the effect they have had on their performance. |  |