

PE Progression Document



EYFS – Physical development

- Core strength and co-ordination
- Spatial awareness
- Balance & agility
- Gross motor skills
- Fine motor skills

National Curriculum – Programmes of study KS1 and KS2

KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	Yr 3	Yr 4	Yr 5	Yr 6
Term 1	Real PE Unit 2 Social Skills Cambridge Scheme Ball Handling	REAL PE Unit 2 Social Skills Cambridge Scheme Ball on the ground	Real PE Unit 2 Social Skills Cambridge Scheme Football	Real PE Unit 2 Social Skills Cambridge Scheme Hockey
Term 2	Real PE Unit 1 Personal Skills Real Gym 1	Real PE Unit 1 Personal Skills Swimming	Real PE Unit 1 Personal Skills Cambridge Scheme Netball	Real PE Unit 1 Personal Skills Cambridge Scheme Tag Rugby
Term 3	Real PE Unit 3 Cognitive Skills Cambridge Scheme Co- operation, Communication and Consideration Lower KS2	Swimming/Real PE 3 Cognitive Skills Real Gym 1	Real PE Unit 3 Cognitive Skills Real Leaders/Swimming	Real PE Unit 3 Cognitive Skills Cambridge Scheme OAA Communication, Cooperation & Consideration Upper KS2
Term 4	Real PE Unit 5 Creative Skills Real Gym 2	Real PE Unit 5 Creative Skills Real Gym 2	Real PE Unit 5 Creative Skills Swimming	Real PE unit 5 Creative Skills Real Gym Unit 2
Term 5	Real PE Unit 4 Applying Physical Country Dancing	Real PE Unit 4 Applying Physical Country Dancing	Real PE Unit 4 Applying Physical Country Dancing	Real PE Unit 4 Applying Physical Country Dancing
Term 6	Real PE Unit 6 Health & Fitness Cambridge Scheme – Athletics	Real PE Unit 6 Health & Fitness Cambridge Scheme – Athletics	Real PE Unit 6 Health & Fitness Cambridge Scheme - Athletics	Real PE Unit 6 Health & Fitness Cambridge Scheme - Athletics

	Yr R	Yr 1	Yr 2
Term 1	Real PE Unit 1 Personal Skills	Real PE Unit 1 Personal Skills Real Gym Unit 1	REAL PE Unit 1 Personal Skills Real Gym Unit 1
Term 2	Real Gym Unit 1 Social Skills	Real PE Unit 2 Social Skills Cambridge Scheme Fundamentals Unit 1	Real PE Unit 2 Social Skills Cambridge Scheme Fundamentals Unit 2
Term 3	Real PE Unit 4 Cognitive Skills	Real PE Unit 3 Cognitive Skills Real Gym Unit 2	Real PE Unit 3 Cognitive Skills Real Gym Unit 2
Term 4	Real Dance Creative Skills	Real PE Unit 4 Creative Skills Real Dance	Real PE Unit 4 Creative Skills Real Dance
Term 5	Real Gym Unit 2 Applying Physical	Real PE Unit 5 Applying Physical Tri Golf	Real PE Unit 5 Applying Physical Tri Golf
Term 6	Real PE Unit 6 Health & Fitness	Real PE Unit 6 Health & Fitness Cambridge Scheme Fundamentals Unit 3 Striking & Fielding	Real PE Unit 6 Health & Fitness Cambridge Scheme Fundamentals Unit 3 Striking & Fielding

Progression in Core Real PE Knowledge and Skills by aspect

The table below details the progression in knowledge and skills in each of the areas.

Aspects:

1. Static balance one leg	2. Static balance seated	3. Static balance floorwork	4. Static balance stance	5. Dynamic balance on a line
6. Dynamic balance to agility	7. Counterbalance in pairs	8. Coordination sending and receiving	9. Coordination ball skills	10. Coordination footwork
11. Agility ball chasing	12. Agility reaction/response			

Year Group		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	1.Static Balance 1 Leg	Exploring balance on one leg	On both legs: Stand still for 10 seconds	On both legs: 1. Stand still for 30 seconds. 2. Complete 5 mini-squats	both legs: 1.Stand still for 30 seconds with eyes closed. 2. Complete 5 squats. 3. Complete 5 ankle extensions.	On both legs: 1.Stand still on uneven surface for 30 seconds. 2.Stand still on uneven surface for 30 seconds with eyes closed. 3.Complete 10 squats. into ankle extensions. 4.Complete 5 squats with eyes closed		
Knowledge		Children able to understand how to perform the skill and what is required to be successful 1. Keep your head up. 2. Keep your tummy tight. 3. Keep your back straight.			Children able to observe others, give some feedback and help improve performance 1. Standing foot still 2. Use your arms to help you balance 3. Minimum wobble.		Children able to understand how to improve their own and others performance 1. Core muscles tight 2. Use smooth controlled movements	

Skills	2.Static Balance Seated	<ol style="list-style-type: none"> Balance with both hands/ feet down. Balance with 1 hand/ 2 feet down. Balance with 2 hands/ 1 foot down. Balance with 1 hand/ 1 foot down. Balance with 1 hand or 1 foot down. Balance with no hands or feet down 	<ol style="list-style-type: none"> Pick up a cone from one side, swap hands and place it on the other side. Return the cone to the opposite side. 	<ol style="list-style-type: none"> Pick up a cone from one side and place it on the other side with same hand. Return it to the opposite side using the other hand. Sit in a dish shape and hold it for 5 seconds. 	<ol style="list-style-type: none"> Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions). Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions). Hold a V-shape with straight arms and legs for 10 seconds
Knowledge	<ol style="list-style-type: none"> Keep your tummy tight Keep your back straight Keep your head up 		<ol style="list-style-type: none"> Strong core Smooth movements (control) 		<ol style="list-style-type: none"> Extend legs
Skills	3.Static Balance Floorwork	<ol style="list-style-type: none"> hold mini-front support position. Reach round and point to ceiling with either hand in mini-front support. 	<ol style="list-style-type: none"> Place cone on back and take it off with other hand in mini- front support. Hold mini-back support position. Place cone on tummy and take it off with other hand in mini- back support. 	<ol style="list-style-type: none"> Hold full front support position. Lift 1 arm and point to the ceiling with either hand in front support. Transfer cone on and off back in front support 	<ol style="list-style-type: none"> Transfer tennis ball on and off back in a front support. Transfer cone on and off tummy in back support. Transfer tennis ball on and off tummy in back support.
Knowledge	<ol style="list-style-type: none"> Keep your hands in line with your shoulders (front support) Keep your knees in line with your hips. keep your back straight and your tummy tight. 		<ol style="list-style-type: none"> Keep your hands in line with your shoulders and feet in line with your knees (back support) Point your fingers towards your feet in back support. 		<ol style="list-style-type: none"> Keep your back straight and flat/tummy up. Keep your legs straight and stretched out.

Skills	4.Static Balance Stance	1. Stand on a line with good stance for 10 seconds	1.Stand on a low beam with good stance for 10 seconds	1. Receive a small force from various angles. 2. Raise alternate feet 5 times. 3. Raise alternate knees 5 times. 4. Catch ball at chest height and throw it back	1. Raise alternate knees to opposite elbow 5 times. 2. Catch large ball thrown at knee height and above head. 3. Catch large ball thrown away from body. 4. Catch small ball thrown close to and away from body.
Knowledge		1.Keep your back straight and head up 2.Keep your knees shoulder width apart. 3.Bend your knees	1.Keep your weight on the balls of your feet. 2. Keep your head up looking forward.		1.Use smooth controlled movements
Skills	5.Dynamic Balance On a Line	1.Walk forwards with fluidity and minimum wobble. 2.Walk backwards with fluidity and minimum wobble.	1.Walk fluidly, lifting knees to 90°. 2.Walk fluidly, lifting heels to bottom.	1. March, lifting knees and elbows up to a 90° angle. 2.Walk fluidly with heel to toe landing. 3.Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing	1. Walk fluidly, forwards, and backwards, lifting heel to bottom, knees up and heel to toe landing. 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle. 4. Complete all red challenges with eyes closed.

Knowledge		<ol style="list-style-type: none"> 1. Keep your head up and still. 2. Keep your back straight. 3. Swing your arms to help move and balance. 	<ol style="list-style-type: none"> 1. Keep your head still and look forward. 2. Use your arms to help you move and balance as you walk (opposite arm and leg). 3. Work off the ball of your feet. 	<ol style="list-style-type: none"> 1. Use your arms to help you balance as you walk, bring them 'hips to lips' 2. Keep your tummy (core muscles) tight and back straight. 	<ol style="list-style-type: none"> 1. Fluidity and minimum wobble. 2. Opposite arm and leg driving forward.
Skills	<p>6. Dynamic Balance</p> <p>Jumping & Landing</p>	<p>Jump from 2 feet to 2 feet forwards, backwards and side-to-side</p>	<ol style="list-style-type: none"> 1. Jump from 2 feet to 2 feet with quarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). 	<ol style="list-style-type: none"> 1. Jump from 2 feet to 2 feet with 180° turn in either direction. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction. 	<ol style="list-style-type: none"> 1. Jump 2 feet to 2 feet forwards, backwards and side-to-side. 2. Hop forward and backwards, freezing on landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing. 4. Hop sideways, raising knee and freezing on landing. 5. Jump 1 foot to other sideways, raising knee and freeze on landing.
Knowledge		<p>Keep your feet shoulder width apart</p> <p>Bend your knees on take-off and landing.</p> <p>Keep your head up.</p>	<ol style="list-style-type: none"> 1. Swing your arms on take-off and landing. 2. Try to land softly so there is no noise 	<ol style="list-style-type: none"> 1. Swing your arms to help get height and then use them to help balance on landing. 2. Head up and back straight 	<ol style="list-style-type: none"> 1. Land softly on the balls of your feet.

Skills	7.Counter Balance In Pairs	1. Sit holding hands with toes touching, lean in together then apart. 2. Sit holding 1 hand with toes touching, lean in together then apart. 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.	1. Hold on and, with a long base, lean back, hold balance, and then move back together. 2. Hold on with 1 hand and, with a long base, lean back, hold balance, and then move back together.	1. Hold on and, with a short base, lean back, hold balance, and then move back together. 2. Hold on with 1 hand and, with a short base, lean back, hold balance, and then move back together. 3. Perform above challenges with eyes closed.	1. Stand on 1 leg holding with 1 hand, lean back, hold balance, and then move back together. 2. Stand on 1 leg while holding on to partner's opposite foot.
Knowledge		1. Keep your tummy tight 2. keep your back straight and head up. 3. Hold on to your partners forearms.	1. Keep your core tight and body straight throughout. 2. Hold with straight arms when leaning back.	1. Smooth controlled movements.	1. Start leaning in and then slowly lean back using smooth controlled movements. 2. Coordinate movements with your partner.

Skills	<p>8.Coordination Sending & Receiving</p>	<p>1.Roll large ball and collect the rebound.</p> <p>2.Roll small ball and collect the rebound.</p> <p>3.Throw large ball and catch the rebound with 2 hands.</p>	<p>1.Throw tennis ball, catch rebound with same hand after 1 bounce.</p> <p>2.Throw tennis ball, catch rebound with same hand without a bounce.</p> <p>3.Throw tennis ball, catch rebound with other hand after 1 bounce.</p> <p>4.Throw tennis ball, catch rebound with other hand without a bounce.</p> <p>5.Strike large, soft ball along ground with hand 5 times in a rally.</p>	<p>1.Strike a ball with alternate hands in a rally.</p> <p>2.Kick a ball with the same foot.</p> <p>3.Kick a ball with alternate feet</p> <p>4.Roll 2 balls alternately using both hands, sending 1 as the other is returning.</p>	<p>1.Alternately throw and catch 2 tennis balls against a wall.</p> <p>2.Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over).</p> <p>3.Throw 2 tennis balls against a wall in a circuit, in both directions.</p>
Knowledge		<p>1, Use backswing and follow through.</p> <p>2. Keep your eyes focused on the ball.</p> <p>3. Adopt a good ready position.</p>	<p>1. Move your feet to get in line with the ball.</p> <p>2. Try to use 'soft hands' when catching.</p>	<p>1. Think about accuracy and weight when sending.</p> <p>2. Use backswing and follow through when striking/kicking</p>	<p>1.Take up a balanced position, making sure your hands are in a good ready position.</p> <p>2.Vary the pace of the ball to find out which works best.</p> <p>3. Keep eyes focused on the ball(s)</p>

Skills	9.Coordination Ball Skills	1.Sit and roll a ball along the floor around body using 2 hands. 2.Sit and roll a ball along the floor around body using 1 hand (right and left). 3.Sit and roll a ball down legs and around upper body using 2 hands. 4.Stand and roll a ball up and down legs and round upper body using 2 hands.	1.Sit and roll a ball up and down legs and round upper body using 1 hand. 2.Stand and roll a ball up and down legs and round upper body using 1 hand.	In 20 seconds or less 1.Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). 2.Move a ball round waist 17 times. 3.Stand with legs apart and move a ball around alternate legs 16 times.	In 20 seconds or less: 1.Stand with legs apart and move ball in figure of 8 around both legs 12 times. 2.Move ball around waist into figure of 8 around both legs 10 times. 3.Move ball around waist and then around alternate legs 12 times. 4.Stand with legs apart and perform 24 criss-crosses, with and then without a bounce.
Knowledge		1.Keep your tummy tight and weight through your bottom 2.Use fingertips to move the ball. 3.Focus on moving the ball smoothly rather than on speed.	1. Keep the ball moving and away from your body. 2. Keep your head up looking forward. 3. Concentrate on performing the movement smoothly to begin with then gradually increase the speed.		

Skills	10.Coordination Footwork	<ol style="list-style-type: none"> 1.Side-step in both directions. 2. Gallop, leading with either foot. 3. Hop on either foot. 4. Skip 	<ol style="list-style-type: none"> 1.Combine side-steps with 180° front pivots off either foot. 2. Combine side-steps with 180° reverse pivots off either foot. 3. Skip with knee and opposite elbow at 90° angle. 4. Hopscotch forwards and backwards, hopping on the same leg (right and left). 	<ol style="list-style-type: none"> 1. Hopscotch forwards and backwards, alternating hopping leg each time. 2. Move in a 3-step zigzag pattern forwards. 3. Move in a 3-step zigzag pattern backwards. 	<ol style="list-style-type: none"> 1.Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg. 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction. 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction.
Knowledge		<ol style="list-style-type: none"> 1.Keep your head up. 2.Bend your knees to help keep your balance. 3. Work off the balls of your feet 	<ol style="list-style-type: none"> 1. Keep your head up and back straight. 2.Bend your knees to push off and land. 	<ol style="list-style-type: none"> 1. Bend your knees and use your arms to help you balance 	<ol style="list-style-type: none"> 1. Keep your feet close to the ground throughout. 2. Understand what is meant by fluency and rhythm. 3.Understanding performing consistently on both sides/in both directions

Skills	11.Agility Ball Chasing	<p>1. Roll a ball, chase, and collect it in balanced position facing opposite direction.</p> <p>2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction</p>	<p>1.Start in seated/lying position, throw a bouncing ball, chase, and collect it in balanced position facing opposite direction.</p> <p>2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.</p>	<p>1.Chase a large, rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction.</p> <p>2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction.</p> <p>3. Complete above challenges with tennis ball.</p>	<p>1.Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction.</p> <p>2. Perform above challenge with tennis ball.</p> <p>3. Roll and chase large ball, stopping it with head in front support position facing opposite direction.</p>
Knowledge		<p>1.Take up a good ready position.</p> <p>2.Keep your head steady and watch the ball.</p> <p>3.Start to roll the ball at different speeds to get the right challenge</p>	<p>1.Start quickly and accelerate by pushing off hard with your feet.</p> <p>2.Drive arms from hips to lips to help accelerate.</p> <p>3.Keep watching the ball and concentrate on your timing so you arrive at the right time.</p>	<p>1. Move your feet quickly to get in the collecting position in good time.</p> <p>2. Keep balanced and in control when collecting the ball.</p>	<p>1. Run past the ball to give you more time.</p> <p>2. Get into a stable position as early as you can.</p> <p>3. Understand the importance of being able to turn over either shoulder.</p>

Skills	12. Agility Reaction & Response	From 1, 2 and 3 metres: 1. React and catch large ball dropped from shoulder height after 2 bounces. 2. React and catch large ball dropped from shoulder height after 1 bounce.	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce.	From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg.	From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce.
Knowledge		1. Push off hard with your feet. 2. Keep your head steady and watch the ball. 3. Move your feet to get to the ball (rather than stretching).	1. Take up a ready position with your knees bent and your feet shoulder width apart (front to back). 2. Bend your knees to help slow you down	1. Accelerate by pushing off hard with your feet. 2. Bend knee on your catching leg and take weight back to enable you to stop quickly.	1. React and move early so it gives you time to get balanced. 2. Extend your front leg across your body and bend your knees to enable you to stop quickly and get into a balanced position.

Progression in Real PE learning behaviours

The table below details the progression in knowledge and skills in each of the areas.

Aspects:

1. Personal	2. Social	3. Applying Physical	4. Cognitive	5. Creative
6. Health & Fitness				

Year Group		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Exceeding
Skills	Personal	Stay on Task with help – I enjoy working on simple tasks with help	Stay on task – I can follow instructions, practise safely and work on simple tasks by myself.	Keep trying – I try several times if at first, I don't succeed and I ask for help when appropriate.	Take control – I know where I am with my learning, and I have begun to challenge myself	Consistently try to improve – I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	Embrace challenge – I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.		
	Social	Play with others with help – I can play with others and take turns and share with help.	Understand others – I can work sensibly with others, taking turns and sharing.	Help and encourage -I can help, praise, and encourage others in their learning.	Work well with others – I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	Organise and guide others – I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and i can guide a small group through a task.	Improve others – I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.		
	Applying Physical	Travel in different ways – I can move confidently in different ways	Perform single skills – I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	Perform sequences – I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction, or speed.	Perform with control – I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.	Link quality – I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping, and throwing activities.	Combine with fluency – I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.		

	Cognitive	Follow instructions – I can follow simple instructions.	Observe and describe – I can understand and follow simple rules. I can name some things I am good at.	Recognise and order – I can begin to order instructions, movements, and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	Explain why – I can understand the simple tactics of attacking and defending. I can explain what I am doing well, and I have begun to identify areas for improvement.	Describe how to improve – I understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	Make good decisions – I have a clear idea of how to develop my own and others work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.
	Creative	Observe and copy – I can observe and copy others	Explore and describe – I can explore and describe different movements.	Compare and develop – I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	Recognise and respond – I can make my own rules and versions of activities. I can respond differently to a variety of tasks or music, and I can recognise similarities and differences in movements and expressions.	Refine and change – I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules, or tasks to make activities more fun or challenging.	Express, adapt and adjust – I can respond imaginatively to different situations, adapting, and adjusting my skills, movements or tactics so they are different from or in contrast to others.
	Health and Fitness	Describe simple changes – I am aware of the changes to the way I feel when exercise.	Explain benefits of exercise – I am aware of why exercise is important for good health.	Practice safely – I can say how my body feels before, during, and after exercise. I use equipment appropriately and move and land safely.	Explain why – I can describe how and why my body changes during and after exercise. I can explain why I need to warm up and cool down.	Explain how to exercise – I can describe the basic fitness components and explain how often I should exercise to be healthy. I can record and monitor how hard I'm working.	Prepare myself for activity – I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Gymnastics Progression

	Shape	Balance	Travel	Flight	Rotation
Exceeding	Perform (Consolidated) Trickiest Shape skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Balance skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Travel skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Flight skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickiest Rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)
	Perform (Consolidated) Trickier Shape skills (1/2/3) combined with two or more of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Balance skills (1/2/3) combined with two or more of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Travel skills (Travel 1/2/3) combined with two or more of the following: Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Flight skills (Flight 1/2/3) combined with two or more of the following: Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Rotation skills (Rotation 1/2/3) combined with two or more of the following: Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)

Expected end of upper KS2	Perform (Consolidated) Trickiest Shape skills on the floor (1/2/3).	Perform (Consolidated) Trickiest Balance skills on the floor (1/2/3).	Perform (Consolidated) Trickiest Travel skills on the floor (1/2/3).	Perform (Consolidated) Trickiest Flight skills on the floor (1/2/3).	Perform (Consolidated) Trickiest Rotation skills on the floor (1/2/3).
	Perform (Consolidated) Trickier Shape skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Balance skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Travel skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Flight skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Trickier Rotation skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)
Expected end of lower KS2	Perform (Consolidated) Trickier Shape skills on the floor (1/2/3).	. Perform (Consolidated) Trickier Balance skills on the floor (1/2/3).	Perform (Consolidated) Trickier Travel skills on the floor (1/2/3).	Perform (Consolidated) Trickier Flight skills on the floor (1/2/3).	Perform (Consolidated) Trickier Rotation skills on the floor (1/2/3)
	Perform (Consolidated) Tricky Shape skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Tricky Balance skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Tricky Travel skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Tricky Flight skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Perform (Consolidated) Tricky Rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)

Expected end of KS1	Perform (Consolidated) Tricky Shape skills on the floor (1/2/3).	Perform (Consolidated) Tricky Balance skills on the floor (1/2/3).	Perform (Consolidated) Tricky Travel skills on the floor (1/2/3).	Perform (Consolidated) Tricky Flight skills on the floor (1/2/3).	Perform (Consolidated) Tricky Rotation skills on the floor (1/2/3).
	Explore Tricky Shape skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Explore Tricky Balance skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Explore Tricky Travel skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Explore Tricky Flight skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)	Explore Tricky Rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7)

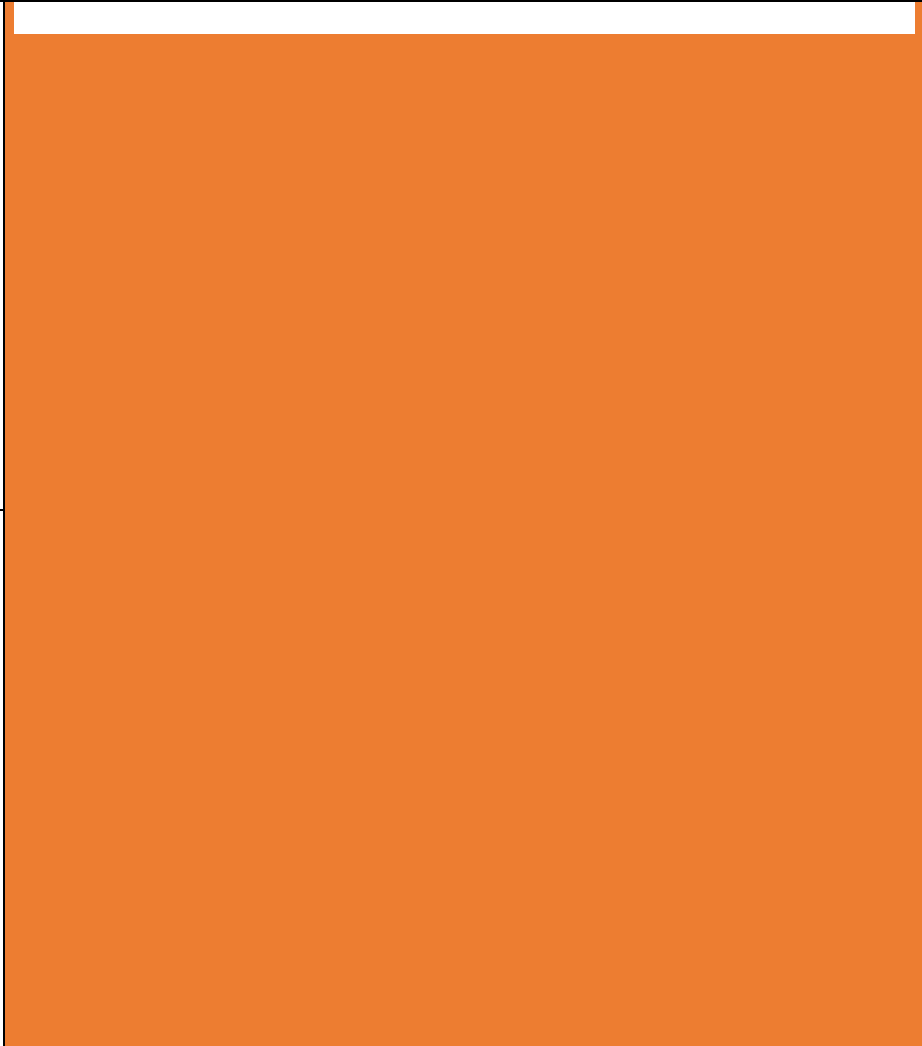
Fundamental Movement Skills Links:

Shape	Balance	Travel	Flight	Rotation
Static Balance: One Leg	Static Balance: One Leg	Dynamic Balance: On a Line	Dynamic Balance: Jumping and Landing	Static Balance: One Leg
Static Balance: Seated	Static Balance: Seated	Dynamic Balance: Jumping and Landing	Coordination: Footwork	Static Balance: Seated
Static Balance: Floor Work	Static Balance: Floor Work	Coordination: Footwork		Static Balance: Floor Work
Static Balance: Stance	Static Balance: With a Partner			Dynamic Balance: On a Line

Progression in Real Dance

	Shapes	Circles	Partnering (Shapes)	Artistry (Abstraction)
<p>Exceeding</p> <p>Year 6 Consolidate Trickiest 2 skills</p>	<p>I can:</p> <ul style="list-style-type: none"> - Create multiple standing and floor shapes - balanced on the ball of each foot higher than 45°. - with torso forward. - with arms short. - with 2 points of contact supported on hands, arms and/ or shoulders. - with limbs outstretched. - Travel between shapes, including jumps with backward rotation (barrel roll jump). 	<p>I can:</p> <ul style="list-style-type: none"> - Create complex movement led by circles of all sizes and in different planes, performed simultaneously by different body parts leading into - stepping, body action and turning. - jumping with 360° rotation. - jumping with 1 foot take-off and landing. - jumping with change of leg position in the air. 	<p>I can</p> <ul style="list-style-type: none"> - Create standing and floor shapes - with contact. - balanced on the ball of 1 foot, arms short. - with 2 points of contact using hands, arms and/or shoulders for support. - Travel together with my partner - using spirals, rotation on the floor and in the air. - in different directions and at different speeds. 	<p>I can:</p> <ul style="list-style-type: none"> - Create multiple ways of moving linked to the silk - where silk moves lead me into jumping, floor work and into floor shapes. - pausing in balanced shapes in between moves. Perform continuously from start to finish and in reverse.
			<p>Partnering (Circles)</p> <p>I can:</p> <ul style="list-style-type: none"> - Create sequences of movement led by combinations of circles made with different body parts and in different planes - leading into and out of turning followed by jumping. - in unison. 	<p>Artistry (Musicality)</p> <p>I can:</p> <ul style="list-style-type: none"> - Create a combination of shapes, circle, and silk moves - in response to the melody, the beats and the character of the music. - to various musical pieces adapting to what I hear.

			<p>Partnering (Lifts)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create higher lifts and supported jumps, including jumping towards my partner. -Create sequences of movement that lead into and out of higher lifts. 	<p>Artistry (Making)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create a sequence of a minimum of 6 moves - with various travelling distances and movement pathways. - In unison. - independently of my partner. - in unison, and in contrast to my partner's, mixed throughout my dance.
<p>Expected end of upper KS2</p> <p>Years 5 & 6 Consolidate Trickiest 1 skills</p>	<p>Shapes</p> <p>I can:</p> <ul style="list-style-type: none"> -Create multiple standing and floor shapes - balanced on 1 foot with other foot higher than 45°. - with 2 points of contact using combination of hands, arms, and shoulders for support. -Travel between shapes including rotation - on the floor (spirals and turns) and in the air. - in different directions. - at different speeds. 	<p>Circles</p> <p>I can:</p> <ul style="list-style-type: none"> -Create complex movement led by a combination of circles made with different body parts and in different planes leading into - stepping, body movements and turns. - jumps with 1 foot take-off and landing, other leg extended. - jumps with 180° rotation and change of direction in the air (landing facing backwards). 	<p>Partnering Shapes</p> <p>I can:</p> <ul style="list-style-type: none"> -Create standing and floor shapes in close contact - both balancing on 1 foot. - cross-bodied with 2 points of contact with the floor. -Travel with my partner - incorporating spirals, rotation on the floor, jumping and cross- bodied finishing positions. 	<p>Artistry (Abstraction)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create multiple ways of moving linked to the silk - where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes. - fluently without stopping.

		<p>Partnering (Circles)</p> <p>I can:</p> <ul style="list-style-type: none">-Create sequences of movement led by combinations of circles made with different body parts and in different planes- leading into and out of turning.- in unison.- while mirroring.	<p>Artistry (Musicality)</p> <p>I can:</p> <ul style="list-style-type: none">-Create a combination of shapes, circle, and silk moves - both matching and in contrast to the melody or the main song line.- responding to musical phrases.
		<p>Partnering (Lifts)</p> <p>I can:</p> <ul style="list-style-type: none">-Create sequences of movement, turning and jumping- leading into and out of partner supports.- leaning towards and away from my partner.- in unison.- in canon.- independently from my partner.	<p>Artistry (Making)</p> <p>I can:</p> <ul style="list-style-type: none">-Create a sequence of a minimum of 6 various moves - with movements made both with arms and legs.- in unison followed by moves in contrast and performed independently of my partner.

<p>Expected end of lower KS2</p> <p>Year 4 Consolidate Trickier 2 skills</p>	<p>Shapes</p> <p>I can</p> <ul style="list-style-type: none"> -Create multiple standing and floor shapes - balanced on 1 foot. - with arms at different planes. - with torso rotated and bent. - with 2 points of contact with the floor. - facing up and sideways. - Travel between shapes including rotation. - On the floor and in the air - in different directions 	<p>Circles</p> <p>I can:</p> <ul style="list-style-type: none"> -Create sequences of movement led by combined arm, shoulder, leg and foot circles and/ or semi-circles leading into - turning. - jumping with good height, speed, and various body shapes in the air. 	<p>Partnering Shapes</p> <p>I can:</p> <ul style="list-style-type: none"> -Create standing and floor shapes - at different levels. - without contact. - with 1 hand contact. - Jump with backward rotation when moving between shapes. 	<p>Artistry (Abstraction)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create multiple ways of moving linked to the silk - where silk moves lead me into stepping, jumping, floor moves and floor shapes
			<p>Partnering (Circles)</p> <p>I can</p> <ul style="list-style-type: none"> -Create sequences of movements led by large horizontal and vertical single arm and leg circles. -with turns led by arms, foot, and knee -in unison -at different speed/directions 	<p>Artistry (Musicality)</p> <p>I can</p> <ul style="list-style-type: none"> -Create combination of shapes, circle and silk moves - matching the energy of the music. - in time to the beat and the rhythm. - matching 1 instrument playing off the main beat.

		<p>Partnering (Lifts)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create and support jumps palm to palm/palm to lower back - with 360° rotation in the air. - with 1 foot take-off and landing. - holding star shape in the air. - finishing by leaning against my partner. - in canon. 	<p>Artistry (Making)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create a sequence of a minimum of 5 moves - with limbs in different planes and directions. -Perform both in my and my partner's place.
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<p>Year 3</p> <p>Trickier 1 skills</p>	<p>Shapes</p> <p>I can:</p> <ul style="list-style-type: none"> -Create multiple standing and floor shapes - with torso rotated. - with 3 points of contact with the floor. - facing up and sideways. -Travel between shapes including stepping into umping. -Rotate in jumps 	<p>Circles</p> <p>I can:</p> <ul style="list-style-type: none"> -Create exact and repeatable movement led by both single arm and leg circles and semi- circles leading into - body dropping and turning. - turning with body tilted. - jumps with 180° and 360° forward and backward rotations (starfish and barrel roll jumps). 	<p>Partnering (Shapes)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create standing and floor shapes - opposite and entwined with my partner. - as close as possible without touching. - facing up, down and sideways. - jumping with rotation when moving between shapes. - in canon. 	<p>Artistry (Abstraction)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create multiple ways of moving linked to the silk - pausing my movement to create shapes. - using those shapes as my starting and finishing positions. - including jumps with rotation.
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		<p>Partnering (Circles)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create movement led by horizontal and vertical single arm circles and semi-circles - followed with steps. - followed with body action. - in unison. - in canon. - mirroring my partner. 	<p>Artistry (Musicality)*</p> <p>I can:</p> <ul style="list-style-type: none"> -Create shapes, circle and silk movements - at different speeds to follow the music without stopping. - making them specific to stress what the music is doing.
		<p>Partnering (Lifts)*</p> <p>I can:</p> <ul style="list-style-type: none"> -Create partner balances with one standing and the other on the floor. -Create and support jumps palm to palm/palm to lower back with a 180° turn in the air and 1 foot take-off and landing. 	<p>Artistry (Making)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create a sequence of a minimum of 5 moves - similar and then in contrast to my partner's. - with various starting and finishing positions.

<p>Expected end of KS1</p> <p>Year 2 Consolidate Tricky 2 Skills</p>	<p>Shapes</p> <p>I can:</p> <ul style="list-style-type: none"> -Create multiple standing and floor shapes - with torso beginning to rotate. - with 3 points of contact with the floor. - facing down and up. -Travel between shapes including jumping with rotation. 	<p>Circles</p> <p>I can:</p> <ul style="list-style-type: none"> -Create movements led by large vertical single arm circles and semi-circles leading into - stepping. - body movements. - turning. - jumps with 180° and 360° rotations. 	<p>Partnering (Shapes)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create standing and floor shapes - opposite and entwined with my partner. - in close contact but without touching. ! Incorporate jumping when travelling between shapes - in canon. 	<p>Artistry (Abstraction)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create 2 ways of moving linked to the silk - using 3 or 4 limbs and pausing throughout my movement. - fluently and without stopping.
			<p>Partnering (Circles)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create movement and turn forwards and backwards through horizontal and vertical large arm circle and semi-circle - in unison. - finishing in partner shapes. ! Create jumps from foot circles - jumping in unison. 	<p>Artistry (Musicality)*</p> <p>I can:</p> <ul style="list-style-type: none"> -Create shapes, circles and silk movements to - express the music. - change my moves so they match different music.

			<p>Partnering (Lifts)*</p> <p>I can:</p> <ul style="list-style-type: none"> -Create partner balances leaning away from each other with hand-to-hand contact. -Create and support jumps with hand to elbow contact - facing each other. - using a 2-foot take-off and landing, with 180° rotation. 	<p>Artistry (Making)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create a sequence of 5 static and dynamic moves - in contrast to my partner's. - using different partner shapes. - at different levels. - with different timings.
<p>Year 1</p> <p>Consolidate Tricky 1 skills</p> <p>EYFS Explore Tricky 1 skills</p>	<p>Shapes</p> <p>I can:</p> <ul style="list-style-type: none"> -Create multiple standing and floor shapes - balanced on both feet. - with limbs in different planes. - with 3 points of contact. - facing down. -Travel between shapes including jumping. 	<p>Circles</p> <p>I can:</p> <ul style="list-style-type: none"> -Create movements led by large horizontal single arm circles and semi-circles leading into - stepping. - turning. - <p>Jump from a static position, arms up and down.</p>	<p>Partnering (Shapes)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create standing and floor shapes in contrast to my partner's - with our body parts crossing over. -Travel between shapes in unison. 	<p>Artistry (Abstraction)*</p> <p>I can:</p> <ul style="list-style-type: none"> -Create 2 ways of moving linked to the silk - using both hands at the same time. - connected to standing shapes

		<p>Partnering (Circles)</p> <p>I can:</p> <ul style="list-style-type: none"> -Turn forwards and backwards through horizontal large arm circle - and finish away. - in unison. - in canon. -Create, in unison, jumps with rotation from a static position. 	<p>Artistry (Musicality)*</p> <p>I can:</p> <ul style="list-style-type: none"> -Create shapes and movements to express how the music makes me feel - following 1 instrument. - following a story with movement.
		<p>Partnering (Lifts)*</p> <p>I can:</p> <ul style="list-style-type: none"> -Create partner balances - with hand on shoulder contact. - facing my partner. -Create and support jumps - with hand to elbow contact. - with hands on waist and shoulders in contact. - facing my partner. - with 2-feet take-off and landing. 	<p>Artistry (Making)</p> <p>I can:</p> <ul style="list-style-type: none"> -Create a sequence of 4 moves with some being different to my partner's.

Fundamental Movement Skills Links:

Shapes	Circles:	Partnering	Artistry
Static Balance: One Leg	Dynamic Balance: Jumping and Landing	Counterbalance with a partner	Static Balance: One Leg
Static Balance: Seated	Coordination: Footwork	Dynamic Balance: Jumping and Landing	Dynamic Balance: Jumping and Landing
Static Balance: Floor Work		Coordination: Footwork	Coordination: Footwork
Static Balance: Stance			

Cambridge Scheme – Assessment in dance

Exceeding	I can perform and create motifs in a variety of dance styles with accuracy and consistency	I can select and use a wide range of compositional skills to demonstrate ideas and translate into performance	I can suggest ways to improve quality of performance showing sound knowledge and understanding	I can lead my own and others to warm up safely
YEARS 5 & 6	I can demonstrate precision, control, and fluency in response to stimuli	I can vary dynamics and develop actions with a partner or as part of a group	I can link phrases and motifs to create a wide performance. I continually demonstrate rhythm and spatial awareness.	I can modify my performance and that of others. I can organise myself to warm up safely
YEARS 3 & 4	I can improvise freely on my own and with a partner	I can translate ideas from a variety of stimuli into movement	I can compare, develop, and adapt movement motifs to create longer dances. I can use dance vocabulary to improve my work compare and dances.	I understand how to work safely, I can recognise changes in my body. I can give reasons why PE is good for my health
YEAR 2	I can perform with control and co-ordination	I can respond imaginatively to a variety of stimuli	I can vary the dynamics, levels, speed and direction of my phrase/motif	I can discuss my own and others work with simple vocabulary. I understand the need for warm up and cool down
YEAR 1	I can copy and explore basic body patterns and movements	I can remember simple dance steps and perform them in a controlled manner	I can choose actions and link them with sounds and music	I can safely perform teacher led warm-ups and can describe and discuss others work
FS/Reception	I can copy steps and actions with some control and co-ordination	I can link individual and whole body movements together	I can watch others work and choose actions	I can recognise how to move in space and I can talk about ways to keep healthy

Cambridge Scheme – Assessment in Games

Exceeding	I can control movement with a ball in an opposed situation whilst moving	I can combine skills / techniques in accurate passing games	I can advise and help others in their technique in a game	I understand and can explain the short-term effects of exercise, warming up and cooling down. I understand and can explain long-term effects of exercise.
YEARS 5 AND 6	I can control, catch, send, and receive whilst moving and pass accurately keeping to the rules.	I can move with a ball in opposed situations (quick sticks/football) and attack and defend in small, sided game situation.	I can take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance	I understand and can use principles of exercise activities for warming up and recognise how exercise is good for health.
YEARS 3 AND 4	I can control, strike, catch a ball whilst moving and keep possession, with some accuracy	I can accurately pass to someone else and am aware of space and how tactics for sending to use it. I can and defending. choose simple	I am beginning to influence the conditioned games with opponents. I can describe what others do well	I can talk about why it is important to warm up / cool down and lead a partner through short warm up routines
YEAR 2	I can stop / catch with control and / strike a ball accuracy	I can pass a ball to someone else and receive a ball when moving	I can take part in conditioned games with opponents	I understand about exercising, being safe and the short-term effects of exercise
YEAR 1	I can stop a ball with basic control	I can send a ball in the direction of another person and collect a ball.	I can take part in sending and receiving activities with a partner	I can talk about exercising, safety and short-term effects of exercise
FS/Reception	I can stop a ball with some control	I can send a ball in the direction of another person	I can often control a ball on my own	I can move with a ball in space safely and can talk about ways to keep healthy

KS1 Fundamentals Unit 1, 2, & 3

KS2 Ball handling – Ball on ground – Football – Netball – Tag Rugby - Hockey

Cambridge Scheme – Assessment in Athletics

YEARS 3 & 4	YEARS 5 & 6
I can run at a speed appropriate to the distance I am running.	I can improve and sustain different running technique at different speeds in a variety of athletic events.
I can jump accurately from a standing position, and I can take a running jump.	I can demonstrate accuracy and technique in a range of throwing and jumping actions.
I can demonstrate a range of throwing actions using a variety of objects.	I can identify and explain what makes a good athletic performance. I can explain how to improve technique in a variety of events.
I can recognise a change in heart rate, temperature and breathing rate during exercise.	I understand how to work safely, I recognise changes in my body, I can give reasons why PE is good for my health.

Cambridge Scheme – Assessment in OAA

YEARS 1 & 2	YEARS 3 & 4	YEARS 5 & 6
I can follow instructions and remember what I have seen.	I can give and receive verbal instructions to guide others. I know the basic points on a compass.	I can use a compass and identify map symbols. I can follow a map accurately, use thumbing and set a bearing.
I can follow simple trails, use a simple shapes map, and give directions.	I understand what a map is and simple concepts in using them.	I can design and set up my own orienteering course, making a map, using a real punch and flag.
I can solve simple problems and discuss their actions.	I can solve simple problems and discuss my actions. I can recognise hazards and assess the risks and take action to control risks.	I have developed a range of ways to solve problems. I can design and build varying sized shelters and can compare and evaluate them in relation to sturdiness, durability, and weather proofing.
I can work with others to perform a task	I can interact positively and work with others to solve and perform a range of tasks.	I can work well as part of a team and contribute ideas to solve problems and a range of tasks