



## Northwood Primary School PE Progression Steps



Strand	End of Year 1 expectations	End of Year 2 expectations	End of Year 3 expectations	End of Year 4 expectations	End of Year 5 expectations	End of Year 6 expectations
Team Games	To successfully negotiate the available space whilst racing and chasing. Being able to adjust speed and directions to avoid any obstacles.	To work in a collaborative manner whilst passing a ball, bean bag or tag in a team situation.	To role model how to warm up and cool down. To be able to create unique games with rules.	To play more challenging games and to be able to follow the rules of those games.	To plan a game, by exploring, evaluating an developing ideas, which includes a scoring system,	To think tactically about what tactics to use and adapt in different game situations
Sensing and Striking	Ball skills: To be able to pat, throw, kick, stop and sometimes catch.	To use a racket or bat to hit; to stop and catch a bean bag or ball.	To work effectively as part of a team whilst being in controlling of equipment (hockey stick)	To be able to throw, catch, strike and field a ball with accuracy and control.	To be able to use a variety of skills such as dribbling, traveling and shooting in ball games,	To be able to think about and perform combinations of sending and striking skills. To use these with confidence, consistency and accuracy.
Strategy	To be able to move in time with a partner	To use a variety of simple tactics when attacking and defending.	To be able to think through tactics that would cause the opposition difficulties.	To be able to work as part of a team about tactics that would cause the opposition difficulties.	To be able to mark an opposing player/s to try and prevent them from gaining possession	To use all tactical knowledge gained to effectively attack and defend in all situations
Dance	To create a sequence of simple movements patterns	Explore ideas, feelings and emotions to build a dance sequence with repeated phrases.	Create movement patterns through comparing, developing and adapting movements and motifs.	To be able to respond to different stimuli with improvisation and move with fluency, control and precision.	To work in time with the music, with another person or in a group. Alter the dynamics of the dance / movement.	To working time with the music, express the meaning and mood of the piece through the movements.
Athletics	To run, with some control, a short distance.	To run , with co-ordination and speed,	To be able to perform a rage of jumps,	To know the difference between	To explore and explain the meaning of power	Can show high levels of control, strength,



## Northwood Primary School PE Progression Steps



	To throw a projectile in the direction given. From standing jump from two feet.	over a short distance. To throw a projectile, overarm. To jump from one foot to land on the other or both feet.	occasionally with a run up. To be able to show a range of throwing techniques using accuracy and power.	sprinting and longer distance running. To be able to sustain a running pace over longer distances and for extended periods	and stamina and how this developed and can improve performances.	speed and stamina whilst running, throwing and jumping. Explains how their performance can be improved.
Gymnastics	Be in control and show co-ordination when moving or standing still. Make and perform simple sequences using the space safely. Understand simple technical words.	Use the apparatus to balance on, move under, over and through. Use the body to create a variety of shapes. One move should be well performed and clean.	During gymnastic movements, be able to vary height and speed.	To create fluid movements, individually and with others combining actions, balances and movements.	To create and perform more complex sequences. These sequences should include a change of direction, travelling, height, speed. It should also demonstrate good stability and core strength.	To perform and combine a variety of gymnastics movements. The routine should include using the whole body, adapt movements and balances into a sequence.
Performance	To perform a simple dance/movement occasionally with a partner. To think of simple goal within PE.	To express an idea, thought or feeling through a simple dance or movements sequences performed to a small group. To think of a simple goal within PE and how they might achieve it.	To show good balance and body time through the creation and performance of a sequence of movements. To be able to identify their strengths within PE and areas for improvement.	To show good balance and body time through the creation and performance of a sequence of fluid movements. Refine the performance and to be able to reflect on others movements and give constructive feedback.	To perform by themselves, with a partner in a group to a variety of audiences. To show confidence and accuracy when using the whole body across various levels. To reflect on current performance to previous ones.	To perform for an audience demonstrating control and grace, using available space and multiple levels. To be able to articulate how they can improve their own performance to achieve their personal best.



## Northwood Primary School PE Progression Steps



Outdoor and adventurous activities	N/A	N/A	To work effectively as a team whilst safely navigating to various places, whilst solving problems and assessing their performance.	To work positively within a team showing the ability to listen and give feedback. To respond to increased challenges	To be able to plan routes and orientate maps. To be able to undertake an increase in challenge and to listen to others advise on how their can improve.	To take the lead in role in problem solving and them to reflect on their leadership skills.
Swimming	N/A	N/A	N/A	N/A	To swim competently and proficiently over 25 metres using one stroke.	To swim competently and proficiently over 25 metres using a variety of strokes. To be able to perform safe self-rescue in different water-based situations.