

Bowling Park Primary School



Physical Education
Progression of Knowledge and Skills



Dance						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy, remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Use mirroring and unison when completing actions with a partner.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.
Begin to count to music.	Begin to use counts.	Show a character through actions, dynamics and expression.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.		
		Use counts with help to stay in time with the music.				

Fundamental movement skills, Multi-skills and Athletics

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run and stop, showing some control of direction and stopping.	Attempt to run at different speeds, showing an awareness of peers and technique.	Show balance and coordination when running at different speeds, regularly avoiding peers and using effective technique.	Show balance, coordination and technique when running at different speeds, stopping with control, and consistently avoiding peers.	Consistently show balance, coordination and technique when running at different speeds, stopping with control, and consistently avoiding peers.	Run at speed over longer distances or for longer periods of time. Demonstrate an understanding of agility and evasion, running in different directions at speed, and attempting changes of speed and direction to avoid peers.	Demonstrate a controlled running technique over longer distances or for longer periods of time. Show a clear understanding of agility and evasion, running in different directions at speed, and changes of speed and changes direction to avoid peers.
Jump with bent knees, avoiding falling over.	Attempt to jump from two feet, and hop with some control, showing an awareness of technique.	Connect running and jumping movements with some control and balance.	Show hopping and jumping actions, attempting different take offs and landing, while generally maintaining balance.	Show hopping and jumping actions, including running as transition in between, attempting different take offs and landings, while maintaining balance.	Show control at take-off and landing in more complex jumping activities, with running transitions in-between.	Transition between running, jumping and hopping actions with greater control and coordination.
Throw different balls and beanbags into space, aiming for large targets but expecting minimal success.	Throw towards a large target, with some success. Show some control and balance when travelling at different speeds.	Show hopping and jumping movements with some balance and control, demonstrating an awareness of technique. Show some understanding of different throws.	Jump for distance and height with an awareness of technique, balance and coordination. Throw a variety of different shape and size balls, or beanbags, at a target or for distance, changing action for accuracy and distance.	Jump for distance and height, showing balance and control. Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance, often hitting the target.	Consistently show control at take-off and landing in more complex jumping activities, with running transitions in-between.
Balance in a stationary position, and while moving.	Show a basic understanding of balance and coordination when changing direction.	Show control and balance when travelling at different speeds. Demonstrate balance and coordination when changing direction.	Throw a variety of different shape and size balls, or beanbags, at a target or for distance, changing action for accuracy and distance.	Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills.	Show accuracy and power when throwing for distance, often hitting the target.	Show accuracy and good technique when throwing for distance, regularly hitting the target.
Explore the coordination of different limbs, in a free play environment.	Explore the coordination of different limbs, in fun activities with basic challenges.	Demonstrate coordination with increased control, with and without equipment.	Show coordination of their body with increased consistency in a variety of activities.	Show balance when changing direction at speed in combination with other skills. Begin to coordinate their body at speed in response to a task.	Demonstrate good balance and control when performing other fundamental skills. Can coordinate a range of body parts at increased speed.	Change direction with a fluent action, transitioning smoothly between varying speeds and directions. Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Gymnastics and Yoga

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform different shapes showing a basic level of stillness using various parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Understand which movements stretch different parts of their bodies.</p> <p>Link different actions and movements together.</p>	<p>Perform balances that make their body stretched, tensed and curled while using creativity.</p> <p>For short periods of time they are able to hold weight on their hands.</p> <p>Demonstrate poses and actions that challenge their flexibility.</p> <p>Remember, repeat and connect basic actions together.</p>	<p>Be able to perform balances on different body parts with some balance and control.</p> <p>Using apparatus is able to hold body weight on different body parts.</p> <p>Show an improvement of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking basic actions while showing some control and technique.</p>	<p>Complete balances with increasing technique, control and stability.</p> <p>Be able to hold balances on different body parts for a longer period of time.</p> <p>Demonstrate increased flexibility and extension in their balances.</p> <p>Either on the floor or on apparatus to be able to put movements together that flow.</p>	<p>Perform balances on their own and with a partner showing good tension.</p> <p>Demonstrate increasing control, strength, and technique when taking their own and others' weight in balances and actions.</p> <p>While performing more challenging balances, they continue to show good tension and stability.</p> <p>Plan and perform sequences that flow while showing control and technique with and without a partner.</p>	<p>Be able to maintain control when going from one balance to another.</p> <p>Understand how strength can help improve actions and movements they perform.</p> <p>Show an understanding of how flexibility can help improve movements.</p> <p>Using control and good quality movements and actions, create and perform more complex sequences, with and without a partner.</p>	<p>Combine and perform more complex balances with control and technique that is fluid.</p> <p>Demonstrate more complex actions with a good level of technique and strength.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with control, precision and fluency, a sequence of actions that includes a wide range of different skills and balances.</p>

Invasion Games, Striking and fielding and ball control

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collect and control a ball with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with 2 hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Change the direction of play whilst dribbling with some control under pressure.	Change the direction of play whilst dribbling, with control under pressure.
Move a ball with feet, with minimal control.	Move a ball using different parts of the foot.	Dribble a ball with some success stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls.	Throw and roll towards a target with some varying techniques, and limited success.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques with control, under pressure, following the tactical decisions made to find success.
Throw a beanbag with minimal direction or control.	Kick a stationary ball towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Choose and complete with success, the appropriate kicking technique with control.
Attempt to stop a large ball sent to them using feet.	Catch a bean bag and a medium-sized ball, with varying levels of success.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	In game situations catch and intercept using one and two hands with some success.	In game situations, catch and intercept a ball using one and two hands with increasing success.
Run and stop when instructed, with minimal balance or control.	Run, stop and change direction with some balance and control.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot with some success.	Receive a ball sent to them using different parts of the foot under pressure.	Receive and control a ball using different parts of the foot under pressure.	Receive and control a ball with consideration to the next move.
Travel around an area showing limited awareness of others.	Recognise space in relation to others.	Strike a bat using a racket.	Strike a ball with varying techniques and success.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball with increasing success using a wider range of skills.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent while maintaining some control of the ball with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently use a variety of techniques to change direction to successfully outwit an opponent.
		Move to a space to help score goals or limit others' scoring.	Use space with some success in game situations.	Create a new space with some success in game situations.	Create a new space for self and others with some success.	Effectively create a new space for self and others to outwit an opponent.
		Use simple tactics.	Use simple tactics individually and within a team.		Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

				Use simple tactics to help that team score or gain possession.		
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