

PE - Key Stage 1 - Progressive statements

	Statutory Requirements	Year 1	Year 2
Games/Athletics	<p>Master basic movements including running, jumping, throwing and catching.</p> <p>Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Engage in competitive (both against self and against others) and co-operative physical activities</p> <p>Experience challenging situations.</p>	<p>Show control when rolling, stopping and sending a ball</p> <p>Run with balance, showing changes of speed and direction</p> <p>Maintain space in a range of activities</p> <p>Jump and land safely</p> <p>Catch and throw a beanbag or ball (<i>individual and with a partner</i>)</p> <p>Aim and throw at a target</p> <p>Receive a ball</p> <p>Hit a ball with appropriate equipment</p> <p>Compete against themselves and others</p>	<p>Apply basic ball skills in a range of activities, showing increased control and co-ordination</p> <p>Run with control, showing changes of speed and direction</p> <p>Maintain space in small sided activities</p> <p>Run, jump and land effectively and with control</p> <p>Throw with some control and accuracy</p> <p>Receive and send a ball with control</p> <p>Hit a ball with some consistency, with appropriate equipment</p> <p>Participate in competitive activities; individually and against others.</p>
Gymnastics	<p>Explore and develop fundamental movement skills.</p> <p>Extend agility, balance and co-ordination</p> <p>Perform simple movement patterns</p> <p>Increase confidence and competence when performing</p>	<p>Move with control and awareness of space</p> <p>Copy actions with control</p> <p>Link two or more actions to make a sequence</p> <p>Show contrasts - small / tall, straight / curved, wide / narrow</p> <p>Show ways of rolling safely</p> <p>Climb safely on and off low level equipment</p> <p>Stretch and curl to develop flexibility</p> <p>Jump in a variety of ways and land with some control and balance</p> <p>Travel and balance using different body parts</p> <p>Watch and describe what others have done.</p>	<p>Show understanding of keeping a safe space.</p> <p>Copy and remember actions</p> <p>Link appropriate actions smoothly together to create a sequence</p> <p>Perform contrasting actions with control</p> <p>Develop recognised ways of rolling</p> <p>Use low apparatus safely and effectively</p> <p>Stretch and curl fluently, showing improved flexibility</p> <p>Jump in a variety of ways and land with increasing control and balance</p> <p>Travel and balance with co-ordination and control</p> <p>Improve their work using information they have gained by watching and listening.</p>
Dance	<p>Perform dances using simple movement patterns.</p> <p>Develop fundamental movement skills,</p> <p>Increase competence and confidence when creating and performing actions.</p> <p>Access a range of physical opportunities</p> <p>Extend agility, balance and coordination,</p> <p>Work individually and with others.</p>	<p>Copy and remember two or more teacher led actions</p> <p>Move with control and co-ordination</p> <p>Create and link two or more actions smoothly together</p> <p>Move appropriately to the speed and type of music</p> <p>Work creatively, independently and with others</p> <p>Show basic understanding of how to perform interesting actions (simple dynamics)</p> <p>Use a basic stimulus to create a movement phrase (storybook, poster, music)</p>	<p>Copy and repeat a short movement phrase</p> <p>Move with increased control, co-ordination and balance</p> <p>Create and link actions fluently in time with each other</p> <p>Choose appropriate movements to communicate mood / feelings / ideas</p> <p>Create individual and group phrases, showing simple understanding of dynamics (level, speed, direction)</p> <p>Show basic understanding of how to perform interesting actions, showing a range of dynamics (level, pathway)</p> <p>Use and apply ideas appropriate to the stimulus (book, picture, music)</p>

PE – Key Stage 2 – Progressive statements



	Statutory Requirements	Year 3	Year 4	Year 5	Year 6
Games	Perform a wide range of skills both in isolation and in combination	Show control whilst striking, hitting, kicking, sending and receiving a ball, in a range of challenging situations	Demonstrate control and consistency when striking, hitting, kicking, sending and receiving a ball. Perform in isolation and in combination	Apply striking, hitting, kicking, sending and receiving techniques with control and accuracy. Perform in isolation and in combination, in order to beat the opponent.	Select and effectively apply striking, hitting, kicking, sending and receiving techniques with consistent control and accuracy. Perform in isolation and in combination, in order to successfully beat the opponent.
	Develop consistent movement	Hit a ball using a variety of equipment	Hit a ball with control, showing understanding of the basic technique	Hit a ball effectively, demonstrating a range of appropriate techniques	Hit a bowled or volleyed ball with increasing accuracy and control
	Develop throwing and catching techniques	Continue to show understanding of keeping and using space effectively and safely	Demonstrate moving into space effectively and safely	Create and use space successfully, using some tactics	Demonstrate effective movement into space, in a range of sports
	Develop fielding techniques in strike and field activities	Throw and catch various sized balls with control and accuracy	Develop throwing and catching skills with greater consistency	Apply throwing and catching skills appropriately in challenge situations/sports	Select and apply throwing and catching skills appropriately in competitive situations/sports
	Develop understanding of when and how to apply attacking and defending principles	Develop basic fielding skills showing some understanding of how and where to throw the ball	Apply fielding skills in small sided games	Perform fielding skills with accuracy in competitive games	Perform fielding skills with consistent accuracy demonstrating understanding in competitive games
	Compare their performances with previous ones and identify how to improve	Play small sided games, showing a basic understanding of attacking and defending	Further develop attacking and defending principles, both in team and individual challenges	Demonstrate understanding of attacking and defending principles in a wide range of sports	Select and apply effective attacking and defending tactics in order to beat the opponent.
	Develop greater communication and collaboration skills	Show understanding of how to improve their own and others performance	Observe and evaluate their own and others performances and offer ideas on how to improve	Evaluate their own and others performances and identify targets to improve	Observe and evaluate their own and others performances and identify specific targets to apply and improve
	Demonstrate key values of fairness, respect and sportsmanship	Listen and talk to other pupils about their performance	Discuss tactics and demonstrate positive communication in competitive situations	Communicate effectively with their peers and discuss ways to be successful	Demonstrate positive communication skills, both in competitive and practice situations.
		Follow rules of games and play fairly	Show improved understanding of basic rules and apply this knowledge in small sided games	Apply rules knowledge and demonstrate respect for others, whilst working independently	Compete individually and in a team, showing knowledge of rules and respect for others

PE - Key Stage 2 - Progressive statements



	Statutory Requirements	Year 3	Year 4	Year 5	Year 6
Dance	<p>Use varied stimulus to create and perform dances</p> <p>Explore, create and apply a wide range of actions</p> <p>Perform dances using a range of movement patterns and sequences</p> <p>Develop flexibility, strength and co-ordination through movement activities</p> <p>Compare their performances with previous ones and find ways of improving</p> <p>Show understanding of dynamics and compositional ideas (levels, direction, pathways, gesture)</p>	<p>Improvise freely on their own or with a partner.</p> <p>Refine movements into sequences</p> <p>Move with control and some fluency in time to a beat</p> <p>Develop strength, fitness and co-ordination through performance rehearsal</p> <p>Watch others perform and offer ideas on how to improve</p> <p>Plan and perform simple motifs showing different levels and pathways</p>	<p>Explore and create characters and narratives.</p> <p>Plan, perform and repeat sequences</p> <p>Move in a clear, fluent and expressive manner</p> <p>Develop physical strength by practicing moves</p> <p>Evaluate their own and others performance and comment on improvements.</p> <p>Create and perform phrases showing changes in level, pathway and gesture</p>	<p>Explore ideas from different dance styles.</p> <p>Compose creative and imaginative dance sequences</p> <p>Perform confidently, showing structure, dynamics and fluency</p> <p>Show strength, control and improved fitness through repeated performances</p> <p>Evaluate their own and others performances and use feedback in order to improve</p> <p>Create and perform phrases that demonstrate understanding of levels, pathways, gesture, partner ideas and group dynamics</p>	<p>Explore, improvise and combine movements.</p> <p>Create and perform complex sequences</p> <p>Perform expressively, showing appreciation for the music and stimulus</p> <p>Perform with consistent strength, flexibility and co-ordination</p> <p>Effectively evaluate their own and others performances and identify and apply targets to improve.</p> <p>Create and perform more complex phrases that show understanding of levels, pathways, gesture, stillness and formations.</p>

PE - Key Stage 2 - Progressive statements



	Statutory Requirements	Year 3	Year 4	Year 5	Year 6
Gymnastics	Develop greater strength and flexibility through gymnastic actions	Stretch, curl and take weight on hands to develop core strength	Create and perform actions to show improved strength and flexibility	Practice and sustain more demanding positions, using low apparatus and a partner. Show control when taking weight on hands or other body parts	Create and perform actions that show improved control, body tension, strength and flexibility. Apply using apparatus and a partner
	Apply a range of skills and link them together smoothly	Refine movements into sequences	Plan, perform and repeat sequences	Create complex sequences that include a range of movements:	Create complex and well executed sequences that include a wider range of movements
	Create sequences that demonstrate improved balance and co-ordination	Perform actions with control. Hold simple positions, showing control and tension. Co-ordinate linking actions	Plan and perform actions with control. Hold positions, showing stillness and tension. Link balances together, showing co-ordination	Create individual and partner balances, showing control and balance. Use low apparatus. Co-ordinate linking actions smoothly	Create sequences, both partner and individual that demonstrates balance, control and tension. Perform more complex actions, using apparatus and each other.
	Demonstrate ways of travelling, including jumping, rolling, swinging and turning	Explore ways of travelling, showing some control and strength	Explore and select ways of travelling, showing increased strength. Take weight on different body parts and show control	Explore and select ways of travelling, showing control, fluency and strength. Use body weight, apparatus and each other	Create and perform a wide range of travelling actions. Demonstrate control, strength and fluency. Perform individually and with others, using apparatus
	Develop communication skills whilst working with a partner and in small groups	Talk about ideas with other pupils. Listen to others and work together.	Discuss ideas with others. Listen to others and make decisions about which actions to use.	Discuss ideas with other pupils and identify which actions can be performed well. Listen to others and apply useful information	Discuss task with others and identify which actions can be performed successfully. Make fair decisions, listening carefully to opinions.
	Evaluate their own and others performances	Watch a performance and talk about ways to improve	Watch their own and others performances and set targets to help demonstrate improvement. Use success criteria to structure feedback	Observe each other. Identify areas for improvement. Apply information in order to improve. Use success criteria effectively	Observe own and others performances. Use success criteria to identify areas for improvement. Use correct terminology. Apply feedback to show improvement
	Perform creatively, both individually and with others	Show changes of direction, speed and level during a performance	Show contrasting actions and some understanding of matching, mirroring and opposite levels	Perform showing a range of dynamics-levels, speed, pathways, contrasting actions	Perform creatively, showing consistent understanding of how level, speed, direction and contrasting and matching actions improve performance.

PE - Key Stage 2 - Progressive statements



	Statutory Requirements	Year 3	Year 4	Year 5	Year 6
Athletics	Develop flexibility, strength and fitness through athletic activities (run, jump, throw)	Practice running, jumping and throwing activities, showing increased control and strength.	Follow drills and activities to further develop strength and flexibility. Increase pace and intensity of running activities to help improve fitness	Perform running, jumping and throwing activities with control and strength. Increase, pace, speed and intensity of activities to help improve fitness	Practice a wider range of challenging activities, increasing intensity, pace, distance and speed. Perform with improved fitness and strength.
	Develop a broader range of techniques and understanding of different athletic events	Experience recognised throwing, jumping and running activities	Develop recognised athletic techniques. Use appropriate equipment to improve correct techniques	Further develop athletic techniques, using appropriate equipment and expectations	Refine and perform recognised techniques, using appropriate techniques
	Apply and perform skills both in isolation and in combination	Practice isolated skills. Develop techniques (Run, jump, throw)	Combine techniques showing control and understanding. (For example: hurdles - combine sprinting with jumping)	Select and perform techniques, showing understanding of how to combine and link actions together (For example: Long jump - combines running with jumping)	Select and perform a wider range of techniques both in combination and isolation. Show control and co-ordination when linking techniques together.
	Improve control and balance in a variety of actions and techniques	Develop control and balance in jumping, throwing and running activities	Develop greater control and balance when throwing, jumping and running	Perform actions competitively, showing consistent control, balance and co-ordination	Perform with control, balance and co-ordination in a range of competitive situations. Show consistency and fluency.
	Evaluate their own and others performances.	Watch others perform and offer ideas on how to improve	Watch their own and others performances and set targets to help demonstrate improvement. Use success criteria to structure feedback	Observe each other. Identify areas for improvement. Apply information in order to improve. Use success criteria effectively	Observe own and others performances. Use success criteria to identify areas for improvement. Use correct terminology. Apply feedback to show improvement
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Understand how to achieve a personal best and talk about ways to improve	Show understanding of their personal best and set targets to improve.	Achieve personal best times and distances and identify clear targets on how to improve. Work hard to improve	Remember personal best times and distances and identify and apply targets in order to improve. Strive to improve
	Develop greater communication and collaboration skills	Talk about performances with other pupils. Develop key terminology. Work successfully with peers	Discuss performances with other pupils. Use key terminology. Listen to others, select appropriate information and work effectively in a team	Use key terminology to discuss performances. Listen to others. Select and apply information. Work effectively and successfully in a team	Discuss performances with others. Use key terminology and listen carefully to others. Work successfully in a team, striving to achieve personal bests.
	Experience competing against others in a variety of challenging situations. Demonstrate key values of fairness, respect and sportsmanship	Compete against self and others in a range of athletics activities Follow safety rules and show respect for others	Compete against self and others in a wider range of challenging activities Follow rules and demonstrate a positive attitude towards others	Perform competitively, recording results. Experience a full range of athletics activities Follow rules, demonstrate good sportsmanship and respect for others	Confidently compete against self and others, showing understanding of correct techniques and personal bests. Follow all rules independently. Show consistent respect for self and others. Demonstrate good sportsmanship



PE - Key Stage 2 - Progressive statements

	Statutory Requirements	Year 3	Year 4	Year 5	Year 6
Swimming	<p>Swim competently, confidently and proficiently over a distance of at least 25m</p> <p>Use a range of recognised strokes effectively</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Swim unaided up to 25metres.</p> <p>Co-ordinate arm and leg movements to show the basics of recognised strokes</p> <p>Understand and develop treading water technique. Follow safety rules.</p>	<p>Swim unaided up to 25metres, showing recognised techniques</p> <p>Co-ordinate arm, leg and body to perform recognised strokes</p> <p>Perform treading water techniques for a sustained time. Attract attention. Follow safety rules</p>	<p>Swim between 25 - 50m unaided, showing consistent techniques</p> <p>Perform more than one recognised stroke</p> <p>Perform treading water for sustained period of time, wearing clothes. Attract attention. Follow safety rules</p>	<p>Swim over 25m. Swim competitively, selecting appropriate stroke.</p> <p>Perform breaststroke, front crawl and backstroke, with co-ordination and control</p> <p>Effectively perform treading water, floating and attracting attention techniques. Follow safety rules.</p>
OAA	<p>Experience outdoor and adventurous activity</p> <p>Challenge and work effectively both individually and as part of a team</p>	<p>Opportunities to experience water based activities, problem solving and team building. Off-site visits to appropriate environments</p> <p>Work alone and with others to solve problems and achieve outcomes</p>	<p>Opportunities to experience a range of OAA activities; off-site visits to appropriate environments. Activities are challenging and rewarding</p> <p>Work effectively individually and as part of a team to achieve set outcomes. Begin to identify risks and create plans.</p>	<p>Opportunities to gain experience in a wider variety of OAA activities. Map reading and orienteering. Visits to off-site environments.</p> <p>Work successfully as part of a team to achieve set outcomes. Communicate effectively. Work confidently individually</p>	<p>Opportunities to gain experience in a variety of more challenging OAA activities. Map reading and orienteering. Visits to off-site environments.</p> <p>Work effectively alone and with others in a range of challenging OAA activities. Follow instructions, take appropriate risks and create plans. Set appropriate targets.</p>

Pupils exceeding Key Stage 2 expectations

Physical Education opportunities	Developing techniques	Being physical active	Competition
<p>Play competitive, recognised sports such as football, netball, rounders, cricket, hockey, basketball, badminton, tennis and rugby, athletics and gymnastics. Represent the school. Perform successfully.</p> <p>Perform dances and gymnastic actions using advanced/complex movement patterns. Perform fluently and confidently with an audience.</p> <p>Perform in outdoor and adventurous activities which present greater mental and physical challenges.</p>	<p>Perform competently. Demonstrate a wide range of recognised techniques. Combine techniques effectively. Perform with consistent control, precision and accuracy. Select and apply techniques successfully in a range of competitive situations.</p> <p>Compare performances with previous ones and set specific targets in order to achieve a personal best. Evaluate their own and others performances accurately. Apply feedback effectively.</p> <p>Develop greater fitness. Show improved strength, flexibility and endurance.</p>	<p>Demonstrate commitment to competitive sports and activities outside school through community links or sports clubs.</p> <p>Confidence and interest to get involved in exercise and sports out of school. Sustained positive attitude towards physical activity in later life.</p>	<p>Compete successfully and confidently.</p> <p>Apply feedback immediately and effectively</p> <p>Adapt techniques and strategies to a changing situation</p> <p>Create and use a range of tactics and strategies to beat opponents in competition; both team and individual.</p> <p>Demonstrate a positive attitude to winning and losing. Show respect, sportsmanship and fair play in all competitive situations. Become a positive role model.</p>

Mastery - What does it look like?

Refined, consistent, technical, competent, fluent, complex, advanced, strategic, experienced, accurate, proficient, application, effective, successful, competitive, controlled, efficient