

**PROGRESSION IN PHYSICAL EDUCATION**

Date	Review Date		Subject Leader
September 2020	August 2021		Hazel Nicklin
This document aims to give guidance on the progression of Physical Education knowledge and skills across the year groups.			
	UFS	Year 1	Year 2
<b>Team games</b>	Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles.	Negotiate space when racing and chasing other children, adjusting speed or changing direction to avoid obstacles.	Pass a ball or bean bag. Tag In a team game, working collaboratively.
<b>Sending and striking</b>	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Shows increasing control in pushing, patting, throwing, catching or kicking and stopping a ball.	Stop or catch a bean bag or ball, and hit with a bat or racket.
<b>Dance and performance</b>	Represent their own ideas, thoughts and feelings through dance. Children make music and dance, and experiment with ways of changing them. Perform simple movement or dance work.	Create simple movement patterns, showing awareness of rhythm. Perform simple movement or dance work, sometimes with a partner. Identify a simple goal in PE.	Perform movements to express ideas, emotions or feelings and repeat dance phrases. Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings. Identify a simple goal in PE and talk about how they could achieve it.

<b>Athletics</b>	NA	Run a short distance with some control. Jump with both feet from standing. Throw a ball in a given direction.	Run a short distance with co-ordination and speed. Throw a ball overarm. Jump from one foot, landing on the opposite or both feet.
<b>Gymnastics</b>	Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment	Show control and co-ordination when moving or standing still. Perform basic sequences using space safely and recognising simple technical words (eg, roll, travel and balance).	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move.
<b>Outdoor/Adventurous</b>	Become familiar with the outdoor spaces	Follow a simple route around the school grounds or a given outdoor space.	Move over, under and through spaces and obstacles outdoors.