

# Allanson Street Primary School – PE Progression Document



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skills</b> <b>Autumn</b>	<p><b>Games for understanding</b></p> <ul style="list-style-type: none"> <li>-Run and stay in a space, changing direction and speed to avoid defenders. When defending, successfully make a tag.</li> <li>-Create and apply simple tactics for attacking and defending.</li> <li>-Develop an understanding of why rules are important in games.</li> </ul> <p><b>Gymnastics – body parts</b></p> <ul style="list-style-type: none"> <li>-move and balance using big and small body parts in wide, narrow and curled ways and start to link movements.</li> <li>-experiment moving in a variety of ways, understanding the differences between each type of movement.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-respond to music with appropriate movements and actions using their whole body ensuring their movements are big and clear.</li> <li>-refine their application of curiosity and imagination as they create a range of movements linked to a variety of characters.</li> </ul> <p><b>Gymnastics – Linking</b></p> <ul style="list-style-type: none"> <li>-link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.</li> <li>-demonstrate an understanding of the concept of flow and apply this to their developing sequences.</li> </ul>	<p><b>OAA</b></p> <ul style="list-style-type: none"> <li>-work within teams to complete different problem-solving challenges successfully.</li> <li>-Apply an understanding of what makes and effective team.</li> <li>-understand their role within their team.</li> </ul> <p><b>Invasion - Tag Rugby</b></p> <ul style="list-style-type: none"> <li>-develop passing and moving skills to outwit their opponents and keep possession of the ball.</li> <li>-explore how we tag an opponent and understand the importance of tagging.</li> <li>-apply an understanding of where, when and why we pass and move, in order to score a try</li> </ul>	<p><b>Invasion – hockey</b></p> <ul style="list-style-type: none"> <li>-apply a secure understanding of passing, moving and dribbling.</li> <li>-develop skills of blocking and tackling to prevent attacks.</li> <li>-demonstrate a growing understanding of the difference between attack and defence, as well as when, where and why we execute certain skills.</li> </ul> <p><b>Gymnastics – Bridges</b></p> <ul style="list-style-type: none"> <li>-execute excellent balances and movements within the ‘bridges’ theme. Applying flow, pupils will link these movement and balances together.</li> <li>-collaborate and apply cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.</li> </ul>	<p><b>Invasion – Netball</b></p> <ul style="list-style-type: none"> <li>-pass, move and shoot accurately and consistently.</li> <li>-able to switch fluidly between attack and defence as possession changes.</li> <li>-begin to understand the different positions, applying their role effectively within the game. Creating, applying, evaluating and improving tactics.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-perform accurately and convincingly in character with big bold actions. Can perform with flow and include a change of level and dynamic.</li> <li>-consolidate their ability to evaluate their own and others’ performances. Apply effective decision making as they construct their sequences.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>-pace themselves in floating and swimming challenges related to speed, distance and personal survival.</li> <li>-swim unaided for a sustained period of time over a distance of at least 25 metres.</li> <li>-use recognised arm and leg actions laying on their front and back.</li> <li>-use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, breaststroke, sculling, floating and surface diving).</li> </ul>

	-be creative as they link movements.					
<b>Skills Spring</b>	<p><b>Gymnastics – Wide, narrow, curled</b> -move and balance in wide, narrow and curled ways applying champion gymnastics criteria on the floor and on apparatus. -experiment moving in a variety of wide, narrow and curled ways understanding the differences between each type of movement.</p> <p><b>Ball skills – feet</b> -consolidate their ability to dribble the ball keeping control and moving into spaces. -develop an ability to pass the ball accurately. -demonstrate developing concentration skills as they focus on the target, their partner and ball.</p>	<p><b>Gymnastics – Pathways</b> -link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus. -demonstrate an understanding of the concept of flow and apply this to their developing sequences.</p> <p><b>Games for understanding- attack and defence</b> -move between attack and defence as the game changes. -move into space when attacking and tag opposition when defending -understand the consequences of breaking the rules and not applying tactics successfully. -understand the difference between attack and defence.</p>	<p><b>Gymnastics – Symmetry &amp; Asymmetry</b> -execute excellent balances and movements in both symmetrical and asymmetrical ways, and able to link these together. -collaborate and show cooperation with their partner as they work together to create sequences and share apparatus space with others.</p> <p><b>Dance</b> -ensure movements are big and clear. Perform with expression and emotion as they tell a story. -understand what makes an ‘excellent dance’ and apply creativity as they try a range of movement options.</p>	<p><b>Dance</b> -perform with big and clear movements that flow. Perform with expression and able to stay in character. -refine their ability to evaluate their own and others’ performances. Problem solve and apply resourcefulness as they construct their sequences.</p> <p><b>Striking and Fielding – Cricket</b> -develop bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game. -apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their skills to outwit the fielders.</p>	<p><b>Swimming</b> -pace themselves in floating and swimming challenges related to speed, distance and personal survival. -swim unaided for a sustained period of time over a distance of at least 25 metres. -use recognised arm and leg actions laying on their front and back. -use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, breaststroke, sculling, floating and surface diving).</p>	<p><b>Gymnastics</b> -create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.</p> <p><b>Invasion – Dodgeball</b> -refine their application of dodging, throwing, jumping, ducking and catching. Able to switch fluidly between attacking and defending.</p>

<p><b>Skills Summer</b></p>	<p><b>Net and wall – tennis</b>          -push (hit) a ball towards a target, varying the power used based on the distance of the target.          -understand the meaning of aiming and power and understand how to utilise these skills in order to be successful.</p> <p><b>Dance</b>          -can move in relation to the music and respond with appropriate movements and actions.          -develop curiosity and imagination as they demonstrate appropriate ideas for moving.</p>	<p><b>Net and Wall – Rackets, bats and balls</b>          -Use a bat safely to strike (hit) their ball into space, directing the ball away from fielders.          -understand why it is important to hit the ball into space and apply this understanding to outwit opponents.</p> <p><b>Locomotion- dodging</b>          -able to dodge, applying the correct technique to ensure maximum efficiency.          -run, dodge and stay in a space to avoid defenders.          Demonstrate a strong understanding of how, where and why to dodge and apply this understanding in a game situation.</p>	<p><b>Striking and Fielding – Cricket</b>          -develop their throwing, catching and batting skills to outwit their opponents and win the game.          -demonstrate a growing understanding of the difference between attack and defence (batting and fielding).</p> <p><b>Athletics</b>          -develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.          -apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.</p>	<p><b>Swimming</b>          -pace themselves in floating and swimming challenges related to speed, distance and personal survival.          -swim unaided for a sustained period of time over a distance of at least 25 metres.          -use recognised arm and leg actions laying on their front and back.          -use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, breaststroke, sculling, floating and surface diving).</p> <p><b>Athletics</b>          -apply the correct technique for sprinting. Explore pacing and the correct technique for triple jump and javelin.          -apply a developing understanding of the correct technique for running fast vs pacing , tripe jump, javelin and why the correct technique is important.</p>	<p><b>OAA</b>          -able to pass, move and shoot accurately and consistently and switch fluidly between attack and defence.          -able to think tactically and suggest good ideas for completing challenges.</p> <p><b>Athletics</b>          -apply the correct techniques for sprinting individually and within a team whilst developing their technique for hurdling and throwing the shot put.          -demonstrate a strong understanding of how to apply the correct technique and why the correct technique is so important.</p>	<p><b>Striking and fielding – Rounders</b>          -apply a refined ability to consistently execute throwing, catching, retrieving and batting skills.          -effectively apply tactics, demonstrating a clear understanding of the role each team member will perform and ensure the team feels motivated.</p> <p><b>Dance</b>          -perform with clarity, fluency, accuracy and consistency as part of a big group and always perform with high energy.          -make effective evaluation of an individual, pairs' or groups strengths and weaknesses and reflect on own performances.</p>
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<p><b>Life Skills Autumn</b></p>	<p><b>Games for understanding</b> -develop empathy and fairness through collaboration with their own team and opposing team to ensure they play games fairly -develop and apply honesty by playing by the rules and keeping score.</p> <p><b>Gymnastics – body parts</b> -demonstrate empathy and fairness while working safely with each other, supporting each other, and sharing apparatus. - develop self-belief and courage while travelling with confidence on the floor and on apparatus and creating their own ways of moving and balancing.</p>	<p><b>Dance</b> -demonstrate fairness and gratitude while engaging in learning, working well with others and enjoy creating their movements and sequences. -develop courage and honesty while trying their best to create sequences, giving feedback to others following their performances.</p> <p><b>Gymnastics- linking</b> -demonstrate empathy and gratitude while working safely with each other, supporting each other, and sharing apparatus. -confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movements and balances.</p>	<p><b>OAA</b> -develop collaboration and communication as they apply both speaking and listening skills within their teams. -develop an ability to remain positive and try their best in every challenge. They will begin to show leadership attributes.</p> <p><b>Invasion – Tag Rugby</b> -develop cooperation and communication while collaborating with others including their opponents. -apply skills with developing confidence as they grow in their ability to show resilience and self-motivation.</p>	<p><b>Invasion – Hockey</b> -develop trust and cooperation as they collaborate with others and apply the rules of the game. -continue to develop and apply resilience and self-motivation as they strive to improve their own performance and understanding.</p> <p><b>Gymnastics – Bridges</b> -apply resourcefulness and evaluation as they create their sequences and suggest ways to improve. -develop resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard.</p>	<p><b>Invasion – Netball</b> -develop communication skills as they officiate in game-based scenarios. -start to lead their team and manage their games. -self-discipline will be challenged as they focus on trying their best, even when their team is losing.</p> <p><b>Dance</b> -consistently apply cooperation and encouragement as they work successfully with others to execute their sequences and group performance. -demonstrate resilience and responsibility as they support others to improve and accept feedback on their own performances.</p>	<p><b>Swimming</b> -pace themselves in floating and swimming challenges related to speed, distance and personal survival. -swim unaided for a sustained period of time over a distance of at least 25 metres. -use recognised arm and leg actions laying on their front and back. -use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, breaststroke, sculling, floating and surface diving).</p>
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<p><b>Life Skills Spring</b></p>	<p><b>Gymnastics – wide, narrow, curled</b>          -demonstrate empathy and fairness while working safely with each other, supporting each other, and sharing apparatus.          - develop self-belief and courage while travelling with confidence on the floor and on apparatus and creating their own ways of moving and balancing.</p> <p><b>Ball Skills – Feet</b>          -develop fairness and empathy while working well with others and playing by the rules.          -develop and apply self-belief and honesty as they strive to improve their own performance and always keeping the score and playing fairly.</p>	<p><b>Gymnastics- Pathways</b>          -demonstrate empathy and gratitude while working safely with each other, supporting each other, and sharing apparatus.          -confidently demonstrate self-belief and courage as they create their own sequences and challenge themselves to try a range of movements and balances.</p> <p><b>Games for understanding – Attack v Defence</b>          -develop strong collaboration skills by working with their own team effectively and playing fairly against the opposition.          -apply a competent understanding of honesty by playing by the rules and keeping score.          -develop an understanding of self-discipline.</p>	<p><b>Gymnastics -Symmetry and Asymmetry</b>          -develop resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.          -develop resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard.</p> <p><b>Dance</b>          -apply cooperation and encouragement as they work successfully with their partner to execute their sequences in unison.          -strive to ensure their sequences are performed precisely and accurately show self-motivation to want to improve.</p>	<p><b>Dance</b>          -apply cooperation and communication as they work successfully with others to execute their sequences in canon and unison.          -demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.</p> <p><b>Striking and Fielding – Cricket</b>          -develop respect and cooperation as they collaborate with others and apply the rules of the game.          -continue to develop resilience and self-motivation as they strive to improve their own performance and understanding.</p>	<p><b>Swimming</b>          -pace themselves in floating and swimming challenges related to speed, distance and personal survival.          -swim unaided for a sustained period of time over a distance of at least 25 metres.          -use recognised arm and leg actions laying on their front and back.          -use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, breaststroke, sculling, floating and surface diving).</p>	<p><b>Gymnastics</b>          -effectively apply evaluation and decision making as they identify strengths and weaknesses in their sequences and find ways to improve.          -demonstrate respect and trust as they give and receive constructive feedback in order to improve their sequences and performances.          -consistently apply integrity and self-discipline as they perform their sequences and receive feedback. They will strive to improve their sequences.</p> <p><b>Invasion games - Dodgeball</b>          -demonstrate resourcefulness and reflective skills by creating a range of attacking and defending tactics and adapting these when necessary.          -refine communication skills as they support their team-mates in games and suggesting ways to improve their performances.</p>
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						-consistently apply integrity and self-discipline by playing by the rules and leading others by example.
<b>Life Skills Summer</b>	<p><b>Dance</b> -demonstrate fairness and empathy as they work well with others, creating their movements and sequences. -develop self-belief and courage as they create their sequences including more advanced compositional elements.</p> <p><b>Net and wall – tennis</b> -develop fairness and empathy while listening to others and working collaboratively. -apply self-belief and integrity while striving to improve their own performance, even if they find it challenging.</p>	<p><b>Ball Skills – racket, Bats and Balls</b> -continue to develop fairness and empathy while working together, ensuring everyone in the group or team is involved. -show determination and self-motivation as they strive to improve and show a positive attitude in their learning.</p> <p><b>Locomotion – dodging</b> -develop gratitude and fairness as they support their team members, play by the rules and congratulate others. -develop honesty and self-belief as they strive to dodge effectively and keep the score in games.</p>	<p><b>Striking &amp; Fielding – Cricket</b> -develop respect and cooperation as they collaborate with others including their opponents. -apply their skills with developing confidence as they grow in their ability to show self-motivation and determination.</p> <p><b>Athletics</b> -develop cooperation and encouragement as through collaboration with others and supporting each other’s developing techniques. -apply skills with developing confidence as they grow in their ability to show integrity and determination.</p>	<p><b>Swimming</b> -pace themselves in floating and swimming challenges related to speed, distance and personal survival. -swim unaided for a sustained period of time over a distance of at least 25 metres. -use recognised arm and leg actions laying on their front and back. -use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, breaststroke, sculling, floating and surface diving).</p> <p><b>Athletics</b> -develop communication and encouragement as they collaborate with others and support each other to improve and develop.</p>	<p><b>OAA – Problem Solving</b> -develop communication skills as they officiate game-based scenarios. -start to lead their team and manage their games. -apply effective leadership skills as they control their own emotions and take responsibility for their team members.</p> <p><b>Athletics</b> -consolidate their ability to encourage and collaborate with others, communicating developmental feedback and showing respect. -strive to improve their own technique, ensuring they always apply maximum effort.</p>	<p><b>Striking and Fielding – Rounders</b> -demonstrate resourcefulness and problem-solving skills by creating a range of tactics and applying these to their games. -constantly apply integrity and self-discipline by playing by the rules and leading others by example.</p> <p><b>Dance</b> -consistently apply respect and trust as they work successfully with others to execute their sequences and group performance. -demonstrate effective responsibility as they work with less able pupils and create movement ideas and improve the quality of their work.</p>

				<p>-continue to develop and apply resilience and self-motivation as they strive to improve their own performance and understanding.</p>		
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