

Downsway P.E. Progression Document			
	Year 1 and 2	Year 3 and 4	Year 5 and 6
National Curriculum Overview	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><u>Swimming and water safety (this is in Year 4 at Downsway Primary School)</u></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 	

Variety of Racket/bat games

- To practise basic striking, sending and receiving.
- To use throwing and catching skills in a game.
- To practise accuracy of throwing and consistent catching.
- To strike with a racket or bat.
- To play a game fairly and in a sporting manner.
- To use fielding skills to play a game.
- To position the body to strike a ball.
- To develop catching skills.
- To throw a ball for distance.
- To practise throwing skills in a circuit.

Cricket/Rounders

- To develop and investigate different ways of throwing and to know when it is appropriate to use them.
- To practise the correct technique for catching a ball and batting technique and use it in a game situation.
- To play in a competitive situation, and to demonstrate sporting behaviour.
- To strike the ball for distance.
- To know how to play a striking and fielding game competitively and fairly.
- To develop and investigate different ways of throwing, and to know when each is appropriate.
- To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.
- To use hand-eye coordination to strike a moving and a stationary ball.

Tennis/Badminton

- To become familiar with balls and short tennis rackets.
- To get the ball/shuttle into play.
- To accurately serve underarm.
- To build a rally, focusing on accuracy of strokes.
- To play a variety of shots in a game situation and to explore when different shots should be played.

Cricket/Rounders

- To develop skills in batting and fielding.
- To choose fielding techniques.
- To run between the wickets.
- To run, throw and catch.
- To develop a safe and effective overarm throw.
- To learn batting control.
- To use all the skills learned by playing in a mini tournament.

Tennis/Badminton

- To identify and apply techniques for hitting a tennis ball/shuttle.
- To develop the techniques for ground strokes and volleys.
- To develop a backhand technique and use it in a game.
- To practise techniques for all strokes.
- To use the scoring system and court for singles tennis/badminton.
- To play a tennis game using an overhead serve and the correct selections of shots.
- To play a badminton game using an underarm serve and the correct selections of shots.
- To understand and use doubles scoring in a tennis game/badminton game.

Multi Skill Games/ball games- Football, Hockey, Tag-Rugby, Basketball, Netball	<p><u>Variety of Multi Skill and Ball Games</u></p> <ul style="list-style-type: none"> • To combine a number of co-ordination drills, using upper and lower body movements. • To aim a variety of balls and equipment accurately. • To time running to stop or intercept the path of a ball. • To travel in different ways, showing clear transitions between movements. • To travel in different directions (side to side, up and down) with control and fluency. • To develop ABC- agility, balance and coordination. • To master basic sending and receiving as well as developing balance agility and co-ordination. • To make use of coordination, accuracy and weight transfer. • To use ball skills in game based activities • To use hand-eye coordination to control a ball. • To catch a variety of objects. • To vary types of throw. • To kick and move with a ball. • To develop catching and dribbling skills. 	<p><u>Netball/Basketball/Bench Ball</u></p> <ul style="list-style-type: none"> • To be aware of others when playing games. • To perform a range of actions, maintaining control of the ball. <ul style="list-style-type: none"> • To perform a range of catching and gathering skills with control. • To master the basic catching technique. • To catch with increasing control and accuracy. • To master the basic throwing technique. <ul style="list-style-type: none"> • To throw a ball in different ways (e.g. high, low, fast or slow). • To apply skills and tactics in small-sided games. • To identify and follow the rules of games. • To choose and use simple tactics to suit different situations. • To react to situations in ways that makes it difficult for opponents to win. <p><u>Invasion (Football/Hockey/Tag Rugby)</u></p> <ul style="list-style-type: none"> • To understand the basic rules of football/hockey/tag rugby. • To keep possession of a ball. • To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. • To use accurate passing and dribbling in a game. • To identify and apply ways to move the ball towards an opponent's goal. • To learn concepts of attack and defence. 	<p><u>Netball/Basketball</u></p> <ul style="list-style-type: none"> • To develop an understanding and knowledge of the basic footwork rule of netball/basketball. • To use good hand/eye co-ordination to pass and receive a ball successfully. • To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel. • To understand the importance of 'getting free' in order to receive a pass and to understand how to make space by moving away and coming back and by dodging. • To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • To learn how to shoot. • To understand the different positions in a netball team (five-a-side) and recognise which positions are attacking and which are defending. <p><u>Invasion (Football/Hockey/Tag Rugby)</u></p> <p>To make sensible decisions on when to attack and when to defend.</p> <ul style="list-style-type: none"> • To keep possession of a ball whilst under pressure in a game situation. • To work as a team, using ball-handling skills. • To pass and carry a ball using balance and coordination. • To use skills learned in ¾ to play a competitive game. • To apply rules and skills learned to a competitive game.
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Athletics	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • To use varying speeds when running. • To explore footwork patterns. • To explore arm mobility. • To explore different methods of throwing. • To practise short distance running <p><u>Year 2</u></p> <ul style="list-style-type: none"> • To run with agility and confidence. • To learn the best jumping techniques for distance. • To throw different objects in a variety of ways. • To hurdle an obstacle and maintain effective running style. • To run for distance. • To complete an obstacle course with control and agility. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • To run in different directions and at different speeds, using a good technique. • To improve throwing technique. • To reinforce jumping techniques. • To understand the relay and passing the baton. • To choose and understand appropriate running techniques. • To compete in a mini competition, recording scores <p><u>Year 4</u></p> <ul style="list-style-type: none"> • To select and maintain a running pace for different distances. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • To develop the ability to run for distance. • To throw with accuracy and power. • To identify and apply techniques of relay running. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • To demonstrate good techniques in a competition. <p><u>Year 6</u></p> <ul style="list-style-type: none"> • To investigate running styles and changes of speed. • To practise throwing with power and accuracy. • To throw safely and with understanding. • To demonstrate good running technique in a competitive situation. • To explore different footwork patterns. • To understand which technique is most effective when jumping for distance. • To utilise all the skills learned in this unit in a competitive situation.
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Dance	C O M P O S E	Copy some moves Develop control of movement using:	Create dance phrases/dances to communicate an idea	Create longer, challenging dance phrases/dances
		Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance	Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction and levels Relationships (WHO); whole group/duo/solo, unison/canon Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end Link phrases to music	Select appropriate movement material to express ideas/thoughts/feelings Develop movement using; Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)

P E R F O R M	<p>Move spontaneously showing some control and co-ordination.</p> <p>Move with confidence when walking, hopping, jumping, landing.</p> <p>Move with rhythm in the above actions.</p> <p>Demonstrate good balance.</p> <p>Move in time with music.</p> <p>Co-ordinate arm and leg actions (e.g. march and clap).</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting).</p>	<p>Perform dance to an audience showing confidence.</p> <p>Show co-ordination, control and strength (Technical Skills).</p> <p>Show focus, projection and musicality (Expressive Skills).</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness.</p> <p>Demonstrate dynamic qualities – speed, energy and continuity.</p> <p>Demonstrate use of space – levels, directions, pathways and body shape.</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting.</p>	<p>Perform dance to an audience showing confidence and clarity of actions.</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills).</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills).</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness.</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm.</p> <p>Demonstrate use of space – levels, directions, pathways, size and body shape.</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact.</p>
A P P R E C I A T E	<p>Respond to own work and that of others when exploring ideas, feelings and preferences.</p> <p>Recognise the changes in the body when dancing and how this can contribute to keeping healthy.</p>	<p>Show an awareness of different dance styles and traditions.</p> <p>Understand and use simple dance vocabulary.</p> <p>Understand why safety is important in the studio.</p> <p>Compare and comment on their own and other's work - strengths and areas for improvement.</p>	<p>Show an awareness of different dance styles, traditions and aspects of their historical/social context.</p> <p>Understand and use dance vocabulary.</p> <p>Understand why safety is important in the studio.</p> <p>Compare and evaluate their own and others' work.</p>

Gymnastics	S E Q U E N C I N G	<p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.</p> <p>Teach sequence to a partner and perform together.</p>	<p>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling.</p> <p>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</p>	<p>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances.</p> <p>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p>
	B A L A N C E	<p>Explore the 5 basic shapes: straight/tucked/star/ straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p> <p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p>	<p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes.</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand.</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use.</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels.</p> <p>Move in and out of balance fluently.</p>	<p>Perform balances with control, showing good body tension.</p> <p>Mirror and match partner’s balance i.e. making same shape on a different level or in a different place.</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner.</p> <p>Explore and develop control in taking some/all of a partner’s weight using counter balance (pushing against) and counter tension (pulling away from) .</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</p>

T R A V E L	<p>Begin to travel on hands and feet (hands flat on floor and fully extend arms).</p> <p>Monkey walk (bent legs and extended arms).</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position).</p> <p>Bunny hop (transfer weight to hands)</p>	<p>Use a variety of rolling actions to travel on the floor and along apparatus.</p> <p>Travel with a partner; move away from and together on the floor and on apparatus.</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping.</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</p>	<p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor.</p> <p>Increase the variety of pathways, levels and speeds at which you travel.</p> <p>Travel in time with a partner, move away from and back to a partner.</p>
J U M P	<p>Explore shape in the air when jumping and landing with control (e.g. star shape).</p>	<p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing).</p> <p>Add a quarter or half turn into a jump before landing.</p> <p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action.</p>	<p>Make symmetrical and asymmetrical shapes in the air.</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing.</p>
R O L L	<p>Continue to develop control in different rolls</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape.</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength.</p> <p>Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control.</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position.</p>	<p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll.</p> <p>Begin the backward roll.</p>	<p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet.</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p>

Swimming	Not applicable to KS1	<p>To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats.</p> <p>To develop push and glides, any kick action on front and back with or without support aids.</p> <p>To develop entry and exit, travel further, float and submerge.</p> <p>To develop balance, link activities and travel further on whole stroke.</p> <p>To show breath control.</p> <p>Introduction to deeper water.</p> <p>Treading water.</p>
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