



Subject: PE Progression Plan

Reception	Children will learn to move in a variety of ways: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. They will progress towards a more fluent style of moving, developing control and grace. Children will develop their overall body strength, coordination, balance and agility. They will develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Children will develop their fine motor skills to use a range of tools competently, safely and confidently such as pencils, paintbrushes, scissors, knives, forks and spoons.					
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	<p>To copy and explore basic gymnastics actions with some control and co-ordination.</p> <p>To select and link basic gymnastics actions together.</p> <p>To watch and discuss my own and others work.</p>	<p>To copy, remember, explore and repeat a variety of basic gymnastics actions with control and co-ordination.</p> <p>To select and link basic gymnastics actions into fluent short movement phrases.</p> <p>To identify and describe the difference between my own and others work.</p>	<p>To copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity.</p> <p>To select and link gymnastics actions fluently into longer movement phrases and apply basic compositional ideas.</p> <p>To describe my own and others work noting similarities and differences and</p>	<p>To copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity.</p> <p>To select and link gymnastics actions fluently into longer movement phrases and apply basic compositional ideas.</p> <p>To describe my own and others work noting similarities and differences and</p>	<p>To copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity.</p> <p>To select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and apply a variety of compositional ideas.</p> <p>To identify and act upon criteria to refine, improve and modify gymnastics actions and sequences.</p>	<p>To copy, remember, explore and repeat increasingly complex gymnastics actions with some control, co-ordination, quality and clarity.</p> <p>To select and link increasingly complex gymnastics actions fluently into individual, pair and group sequences and apply a variety of compositional ideas.</p> <p>To identify and act upon criteria to refine, improve and modify gymnastics actions and sequences.</p>

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	<p>To safely perform a teacher led warm-up and cool down.</p> <p>To use space safely showing an awareness of others.</p>	<p>To handle large apparatus safely.</p> <p>To explain the need for a warm up and cool down recognising what is happening to my body during exercise.</p>	<p>to make suggestions for improvements.</p> <p>To work safely, handling a range of hand, small and large apparatus.</p> <p>To recognise changes in my body giving reasons why PE is good for health</p>	<p>to make suggestions for improvements.</p> <p>To work safely, handling a range of hand, small and large apparatus.</p> <p>To recognise changes in my body giving reasons why PE is good for health</p>	<p>To demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body.</p>	<p>To demonstrate specific aspects of warm-up and cool down and describe the effects of exercise on the body.</p>
Vocabulary	<p>Rock, body shape, straight, star, tuck, pike, straddle, twist, shoulder width, opposite, copy, tip, off balance, point of balance, forwards and backwards or side to side motion, rock n roll, curved, select, practise, control, repetition, perform, observe, describe, identify, space, low platform apparatus, safe handling, short movement phrase</p>	<p>Ball shape actions, small, curved, rounded, curled, tuck shape, explore, static, position of stillness, rock, roll, spin, travel, involve, low/small apparatus, variety, different, over, along, on, mount, dismount, link, identify, similarities, differences, space, safe handling, safety, tall shape actions, long, stretch, reach, lift, tight, straight shape, explore</p>	<p>Beanbag, levels, low, medium, high, in the air, conditioning phrase, control, receiver, involve, transfer, slide, throw, release, catch, hold, drop, pick up, flick, balance, exchange, select, link, evaluate, identify, improve, adapt, space, safety</p>	<p>Rotation, circle, axis, roll, turn, spin, pivot point, initiate, visual cue, position of stillness, create, select, link, transitional action, logical, smooth, add, observe, identify, slow pace, space, safety, ¼/½/¾ turn</p>	<p>Press and go, tip, initiate, momentum, movement, body parts, fluently, copy, explore, create, select, perform, shapes, straight, star, tuck, pike, straddle, levels, clarity, observe, identify, discuss, suggest, develop, refine, counterbalance, space, safety, unison, canon, mount, dismount</p>	<p>Positions of stillness, obstacle, negotiation, pair, partner, movement phrase, explore, perform, consistent technique, select, create, link, fluency, logical, smooth transitions, levels, low, medium, high, points of contact, complement, contrast, observe, identify, compare, self-check, improve, variety, space, safety, clarity, variety, ratios</p>

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<p>Dance</p>	<p>To copy and explore basic body patterns and movements.</p> <p>To remember simple dance steps and perform them in a controlled manner.</p> <p>To choose actions and link them with sounds and music</p> <p>To safely perform teacher led warm-ups and describe and discuss others' work.</p>	<p>To perform with control and co-ordination.</p> <p>To respond imaginatively to a variety of stimuli.</p> <p>To vary the dynamics, levels, speed and direction of my phrase/motif.</p> <p>To discuss my own and others' work with simple vocabulary.</p> <p>I understand the need for warm up and cool down.</p>	<p>To improvise freely on my own and with a partner and fluency.</p> <p>To translate ideas from a variety of stimuli into movement.</p> <p>To compare, develop and adapt movement motifs to create longer dances.</p> <p>To use dance vocabulary to compare and improve my work.</p> <p>I understand how to work safely, I recognise changes in my body.</p> <p>To give reasons why PE is good for my health.</p>	<p>To improvise freely on my own and with a partner and fluency.</p> <p>To translate ideas from a variety of stimuli into movement.</p> <p>To compare, develop and adapt movement motifs to create longer dances.</p> <p>To use dance vocabulary to compare and improve my work</p> <p>I understand how to work safely, I recognise changes in my body.</p> <p>To give reasons why PE is good for my health.</p>	<p>To demonstrate precision and control in response to stimuli.</p> <p>To vary dynamics and develop actions with a partner or as part of a group.</p> <p>To link phrases and motifs to create a wide performance.</p> <p>I continually demonstrate rhythm and spatial awareness.</p> <p>To modify my performance and that of others.</p> <p>To organise myself to warm up safely.</p>	<p>To demonstrate precision and control in response to stimuli.</p> <p>To vary dynamics and develop actions with a partner or as part of a group.</p> <p>To link phrases and motifs to create a wide performance.</p> <p>I continually demonstrate rhythm and spatial awareness</p> <p>To modify my performance and that of others.</p> <p>To organise myself to warm up safely.</p>
<p>Vocabulary</p>	<p>Travel, bounce, jump, gesture, stillness, control,</p>	<p>Movement phrase, level, direction, speed, action, walk,</p>	<p>Push, pull, lift, turn, screw, press, rotate, jerk, swing, circle,</p>	<p>Rhythm, timing, levels, mirroring, unison,</p>	<p>Motif, movement phrase, clap, pat, directions, gallop, kick,</p>	<p>Motif, movement phrase, turn, stretch, curl, sink, level, speed,</p>

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	balance, dynamics, speed, level, direction, pathway, motif, phrase, action words – sway, whirl, spiral, fall, leap, body parts	skip, leap, turn, travel, waddle, stamp, flap, clap, slide, dive, speed, size, dynamics, meet, greet	shake, link, action, reaction, motif, flow, dynamics, rhythm, timing	action/reaction, dynamics, space	step, hand jive, rock n roll, swing, kick, forwards, backwards, push, pull, jump, spin, twist, shuffle, mirroring, levels, speed, alternate, canon, unison, compositional principles, characteristics, dance style, dance era	direction, freeze frame, turn, stretch, curl, sink, level, speed, direction, travel, core task, dance framework, choreographic device, contrasting, direction, dance framework, core task
Games	<p>To stop a ball with basic control.</p> <p>To send a ball in the direction of another person and collect a ball.</p> <p>To take part in sending and receiving activities with a partner.</p>	<p>To stop, catch, strike a ball with control and accuracy.</p> <p>To pass a ball to someone else and receive a ball when moving.</p> <p>To take part in conditioned games with opponents.</p>	<p>To control, strike, catch a ball whilst moving and keep possession with some accuracy.</p> <p>To accurately pass to someone else and be aware of space and how to use it.</p> <p>To choose simple tactics for sending and defending.</p> <p>I am beginning to influence the conditioned games with opponents.</p>	<p>To control, strike, catch a ball whilst moving and keep possession with some accuracy.</p> <p>To accurately pass to someone else and be aware of space and how to use it.</p> <p>To choose simple tactics for sending and defending.</p> <p>I am beginning to influence the conditioned games with opponents.</p>	<p>To control, catch, send and receive a ball accurately whilst moving and keeping to the rules.</p> <p>To move with a ball in opposed situations (quicksticks/football) and attack and defend in a small sided game.</p> <p>To take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance.</p>	<p>To control, catch, send and receive a ball accurately whilst moving and keeping to the rules.</p> <p>To move with a ball in opposed situations (quicksticks/football) and attack and defend in a small sided game.</p> <p>To take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance.</p>

Subject: PE Progression Plan

	To talk about exercising, safety and short term effects of exercise.	I understand about exercising, being safe and the short term effects of exercise.	To describe what others do well. To talk about why it is important to warm up/cool down and lead a partner through short warm up routines.	To describe what others do well. To talk about why it is important to warm up/cool down and lead a partner through short warm up routines.	I understand and can use principles of exercise activities for warming up and recognise how exercise is good for health.	I understand and can use principles of exercise activities for warming up and recognise how exercise is good for health.
Vocabulary	Run, jog, stop, turn, stretch, place, step, carry, safe, forwards, backwards, aim, throw, collect, retrieve, kick, trap, Balls of feet, 90 degree angle, knee lift, push off, power, pump, eyes up, sideways, lead leg, direction of travel, ladder rung, right/left side step, curve, agility, target score	Run, jog, stop, turn, stretch, carry, roll, throw, bounce, catch, safe, forwards, backwards, racket, strike, hit, dribble, kick, pass, receive	Send, receive, run, catch, throw, aim, control, accurate, space, dodge, avoid, accurate, send, receive, roll, strike, target, contact point, fielding, release point, field of play, release point	Pass, stop, kick, dribble, trap, control, mark, target, goal, accurate, space, transfer of weight, rules, defend, attack, close control, move into space, send, receive, throw, catch, control, bounce, strike, hit, contact point, court area	Dribble, control, space, goal, pass, rules, shooting accuracy, wing, team formation, attacking, defending, slalom, two-touch, power, tackle, attack, throw, aim, catch, control, defend, indicate, create space, rules, width, dodge, attack, mark, interception	Dribble, control, space, turn, stop, trap, pivot, hand, feet, stick, head up, wing, team formation, attacking, defending, shooting accuracy, communicate, tag, decision making, receive, teamwork, attacking, defending, score, try, space, tactics
OAA	To follow instructions, remember what they have seen and give directions.	To follow instructions, remember what they have seen and give directions.	To interact positively and work together to solve and perform a range of tasks.	To interact positively and work together to solve and perform a range of tasks.	To work well as part of a team and contribute ideas to solve problems and perform a range of tasks.	To work well as part of a team and contribute ideas to solve problems and perform a range of tasks.

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	<p>To follow a range of trails and use a simple shapes map.</p> <p>To work together to perform a task.</p>	<p>To follow a range of trails and use a simple shapes map.</p> <p>To work together to perform a task.</p>	<p>To interact positively and work together to design and follow trails.</p> <p>To work together to follow trails, assess risks and build fires.</p> <p>To work together to create simple plans and maps, orientate to North and follow map markers.</p> <p>To work together, assess risks, design and build fires and cook a drink/food.</p>	<p>To interact positively and work together to design and follow trails.</p> <p>To work together to follow trails, assess risks and build fires.</p> <p>To work together to create simple plans and maps, orientate to North and follow map markers.</p> <p>To work together, assess risks, design and build fires and cook a drink/food.</p>	<p>To know how to use all parts of the compass, walk along the compass directions and read, follow and set a bearing.</p> <p>To identify map symbols, follow the map accurately, use thumbing, walk along the compass directions and read, follow and set a bearing.</p> <p>To use a punch to collect answers and visit some control points with accuracy, use thumbing and read, follow and set a bearing.</p>	<p>To know how to use all parts of the compass, walk along the compass directions and read, follow and set a bearing.</p> <p>To identify map symbols, follow the map accurately, use thumbing, walk along the compass directions and read, follow and set a bearing.</p> <p>To use a punch to collect answers and visit some control points with accuracy, use thumbing and read, follow and set a bearing.</p>
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<p>Vocabulary</p>	<p>Remember, place, direction, photograph, trail, shape, arrow, north, south, east, west, follow, blindfold, lead, trust, balance, support, hold, step, alphabet, problem solving, trust, support, obstacle, equipment, over, under</p>	<p>Remember, place, direction, photograph, trail, shape, arrow, north, south, east, west, follow, blindfold, lead, trust, balance, support, hold, step, alphabet, problem solving, trust, support, obstacle, equipment, over, under</p>	<p>Alphabet, communication, problem solving, trust, support, communication, working together, responsibility, photos, trails, control cards, control markers, arrows, direction, accurate, star, problem, fire, risk, kindling, map, orientate, map reading, cooking, survival, pots, pans, design, roles, review, teamwork, co-operation</p>	<p>Alphabet, communication, problem solving, trust, support, communication, working together, responsibility, photos, trails, control cards, control markers, arrows, direction, accurate, star, problem, fire, risk, kindling, map, orientate, map reading, cooking, survival, pots, pans, design, roles, review, teamwork, co-operation</p>	<p>Problem solving, knots, rope, structures, plan, review, teamwork, co-operation, team, structure, communication, flag, semaphore, plan, review, teamwork, shelter, evaluate, compare, sturdiness, durability, design, weather, materials, protractor, compass, bearing, arrows, set, magnetic north, direction of travel arrow, north arrow, baseplate, wheel, needle, orientation, thumbing, flag, punch, marker, control, card, map, orientate, compete, cunning running</p>	<p>Problem solving, knots, rope, structures, plan, review, teamwork, co-operation, team, structure, communication, flag, semaphore, plan, review, teamwork, shelter, evaluate, compare, sturdiness, durability, design, weather, materials, protractor, compass, bearing, arrows, set, magnetic north, direction of travel arrow, north arrow, baseplate, wheel, needle, orientation, thumbing, flag, punch, marker, control, card, map, orientate, compete, cunning running</p>
<p>Athletics</p>	<p></p>	<p></p>	<p>To run at a speed appropriate to the distance I am running.</p>	<p>To run at a speed appropriate to the distance I am running.</p>	<p>To improve and sustain different running techniques at different speeds in a variety of athletic events.</p>	<p>To improve and sustain different running techniques at different speeds in a variety of athletic events.</p>

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			<p>To jump accurately from a standing position and to take a running jump.</p> <p>To demonstrate a range of throwing actions using a variety of objects.</p> <p>To recognise a change in heart rate, temperature and breathing rate during exercise.</p>	<p>To jump accurately from a standing position and to take a running jump.</p> <p>To demonstrate a range of throwing actions using a variety of objects.</p> <p>To recognise a change in heart rate, temperature and breathing rate during exercise.</p>	<p>To demonstrate accuracy and technique in a range of throwing and jumping actions.</p> <p>To identify and explain what makes a good athletic performance.</p> <p>To explain how to improve technique in a variety of events.</p> <p>I understand how to work safely, I recognise changes in my body.</p> <p>To give reasons why PE is good for my health.</p>	<p>To demonstrate accuracy and technique in a range of throwing and jumping actions.</p> <p>To identify and explain what makes a good athletic performance.</p> <p>To explain how to improve technique in a variety of events.</p> <p>I understand how to work safely, I recognise changes in my body, To give reasons why PE is good for my health.</p>
Vocabulary			<p>Push, pull, lift, turn, screw, press, rotate, jerk, swing, circle, shake, link, action, reaction, motif, flow, dynamics, rhythm, timing</p>	<p>Quadriceps, triceps, gluteals, techniques, setting targets, monitoring progress, prepare for and recover from, understand limits, rules, sling, aim, combination jumps</p>	<p>Refine, develop, technique, target, monitor progress, rules, conventions, performance, gastrocnemius, quadriceps, hamstring, groin, latissimus dorsi, triceps, deltoid/trapezius, gluteus maximus</p>	<p>Decathlon, refine, develop, technique, target, monitor progress, prepare for, recover from, limits, rules, conventions, performance, interval, work, rest, sets, gastrocnemius, quadriceps, hamstring,</p>

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						groin, latissimus dorsi, triceps, deltoid/trapezius, gluteus maximus
Swimming	<p>To move around the pool independently.</p> <p>To float with the use of aids.</p> <p>To blow bubbles.</p> <p>To submerge my whole head.</p> <p>To travel on my front and/or back with aids.</p> <p>To travel on my front and/or back without aids.</p>	<p>To move around the pool independently.</p> <p>To float with the use of aids.</p> <p>To blow bubbles.</p> <p>To submerge my whole head.</p> <p>To travel on my front and/or back with aids.</p> <p>To travel on my front and/or back without aids.</p> <p>To travel 10 metres</p>	<p>I understand how to achieve a streamlined body position.</p> <p>To swim 1 stroke with good technique over at least 10 metres.</p> <p>To push and glide.</p> <p>To submerge to pick an object off of the bottom of the pool.</p> <p>To swim 2 strokes with good technique over at least 10 metres.</p> <p>To swim 3 strokes with good technique over at least 10 metres.</p>	<p>I understand how to achieve a streamlined body position.</p> <p>To swim 1 stroke with good technique over at least 10 metres.</p> <p>To push and glide.</p> <p>To submerge to pick an object off of the bottom of the pool.</p> <p>To swim 2 strokes with good technique over at least 10 metres.</p> <p>To swim 3 strokes with good technique over at least 10 metres.</p>	<p>I understand the importance of a streamlined body position.</p> <p>To swim 1 stroke with a controlled and an efficient technique</p> <p>I am able to tread water.</p> <p>I am able to perform a sculling action.</p> <p>To swim 2 strokes with a controlled and an efficient technique.</p> <p>To swim 3 strokes with a controlled and an efficient technique.</p> <p>To swim at least 25 metres using front crawl, backstroke and breaststroke.</p>	<p>I understand the importance of a streamlined body position.</p> <p>To swim 1 stroke with a controlled and an efficient technique.</p> <p>I am able to tread water.</p> <p>I am able to perform a sculling action.</p> <p>To swim 2 strokes with a controlled and an efficient technique.</p> <p>To swim 3 strokes with a controlled and an efficient technique.</p> <p>To swim at least 25 metres using front</p>

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	<p>To travel 10 metres on my front and/or back without aids.</p> <p>To float without aids.</p> <p>To push and glide.</p> <p>To jump into the water.</p>	<p>on my front and/or back without aids.</p> <p>To float without aids.</p> <p>To push and glide.</p> <p>To jump into the water.</p>	<p>To swim 25 metres competently and proficiently using at least 1 stroke.</p> <p>I am able to combine different floating shapes.</p> <p>I am able to perform a sculling action.</p> <p>I am able to jump into deep water.</p>	<p>To swim 25 metres competently and proficiently using at least 1 stroke.</p> <p>I am able to combine different floating shapes.</p> <p>I am able to perform a sculling action.</p> <p>I am able to jump into deep water.</p>	<p>I am able to demonstrate surface dives.</p> <p>To demonstrate a range of safe entry techniques.</p> <p>I am able to identify areas of good technique and areas of improvement.</p>	<p>crawl, backstroke and breaststroke.</p> <p>I am able to demonstrate surface dives.</p> <p>To demonstrate a range of safe entry techniques.</p> <p>I am able to identify areas of good technique and areas of improvement.</p>
Vocabulary	<p>Noodles, surface, underwater, submerge, streamlined, front crawl leg kick, backstroke leg kick, floating, rotation, push and glide, mushroom floats, buoyancy, star floats, alternating, front crawl arm action, breathing</p>	<p>Noodles, surface, underwater, submerge, streamlined, front crawl leg kick, backstroke leg kick, floating, rotation, push and glide, mushroom floats, buoyancy, star floats, alternating, front crawl arm action, breathing</p>	<p>Streamlined, front crawl, push and glide, control, floating, mushroom floats, star floats, breathing out into the water, slow, controlled, backstroke, sculling, little fast kicks, floppy ankles, head first sculling, feet first sculling, treading water, dolphin, surface dives</p>	<p>Streamlined, front crawl, push and glide, control, floating, mushroom floats, star floats, breathing out into the water, slow, controlled, backstroke, sculling, little fast kicks, floppy ankles, head first sculling, feet first sculling, treading water,</p>	<p>Streamlined, control, front crawl, breathing, push and glide, front crawl legs, treading water, straddle entry, backstroke, sculling, backstroke arm action, feet first sculling, breaststroke kick, slow, control, dolphin, breathing in and out, regular breathing pattern, surface dives, breaststroke, streamlined, pull, breathe, kick, glide</p>	<p>Streamlined, control, front crawl, breathing, push and glide, front crawl legs, treading water, straddle entry, backstroke, sculling, backstroke arm action, feet first sculling, breaststroke kick, slow, control, dolphin, breathing in and out, regular breathing pattern, surface dives, breaststroke,</p>

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				dolphin, surface dives		streamlined, pull, breathe, kick, glide
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Year 1

A Year 1 Sports Person should:

Games

- throw underarm
- hit a ball with a bat
- move and stop safely
- throw and catch with both hands
- throw and kick in different ways

Gymnastics

- make their body curled, tense, stretched and relaxed
- control their body when travelling and balancing
- copy sequences and repeat them
- roll, curl, travel and balance in different ways

Dance

- move to music
- copy dance moves
- perform their own dance moves
- make up a short dance
- move safely in a space

General

- copy actions
- repeat actions and skills
- move with control and care
- use equipment safely



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Year 2

A Year 2 Sports Person should:

Games

- use hitting, kicking and/or rolling in a game
- decide the best space to be in during a game
- use a tactic in a game
- follow rules

Gymnastics

- plan and perform a sequence of movements
- improve their sequence based on feedback
- think of more than one way to create a sequence which follows some 'rules'
- work on their own and with a partner

Dance

- change rhythm, speed, level and direction in my dance
- dance with control and coordination
- make a sequence by linking sections together
- use dance to show a mood or feeling

General

- copy and remember actions
- talk about what is different from what they did and what someone else did



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Year 3

A Year 3 Sports Person should:

Games

- throw and catch with control
- be aware of space and use it to support team-mates and to cause problems for the opposition
- know and use rules fairly

Gymnastics

- adapt sequences to suit different types of apparatus and criteria
- explain how strength and suppleness affect performance
- compare and contrast gymnastic sequences

Dance

- improvise freely and translate ideas from a stimulus into movement
- share and create phrases with a partner and small group
- repeat, remember and perform phrases

Athletics

- run at fast, medium and slow speeds, changing speed and direction
- take part in a relay, remembering when to run and what to do

Outdoor and adventurous

- follow a map in a familiar context
- use clues to follow a route
- follow a route safely



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Year 4

A Year 4 Sports Person should:

Games

- catch with one hand
- throw and catch accurately
- hit a ball accurately with control
- keep possession of the ball
- vary tactics and adapt skills depending on what is happening in a game

Gymnastics

- work in a controlled way
- include change of speed and direction
- include a range of shapes
- work with a partner to create, repeat and improve a sequence with at least three phases

Dance

- take the lead when working with a partner or group
- use dance to communicate an idea

Athletics

- run over a long distance
- sprint over a short distance
- throw in different ways
- hit a target
- jump in different ways

Outdoor and adventurous

- follow a map in a (more demanding) familiar context
- follow a route within a time limit

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Year 5

A Year 5 Sports Person should:

Games

- gain possession by working as a team
- pass in different ways
- use forehand and backhand with a racket
- field
- choose a tactic for defending and attacking
- use a number of techniques to pass, dribble and shoot

Gymnastics

- make complex extended sequences
- combine action, balance and shape
- perform consistently to different audiences

Dance

- compose their own dances in a creative way
- perform to an accompaniment
- show clarity, fluency, accuracy and consistency in their dance

Athletics

- demonstrate a controlled take-off and landing
- throw with accuracy
- combine running and jumping

Outdoor and adventurous

- follow a map into an unknown location
- use clues and a compass to navigate a route
- change their route to overcome a problem
- use new information to change their route



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Year 6

A Year 6 Sports Person should:

Games

- play to agreed rules
- explain rules to others
- umpire
- make a team and communicate a plan
- lead others in a game situation

Gymnastics

- combine my own work with that of others
- sequences to specific timings

Dance

- develop sequences in a specific style
- choose my own music and style

Athletics

- demonstrate stamina

Outdoor and adventurous

- plan a route and a series of clues for someone else
- plan with others, taking account of safety and danger