

Banister Primary School
PE Progression
EYFS, Key Stage 1 & 2

EYFS

	DANCE	GYMNASTICS	COOPERATE AND SOLVE PROBLEMS
Vocabulary	<p>Turn → To rotate the body whilst moving</p> <p>Twist → To rotate the body whilst keeping your feet on the floor</p>	<p>Balance → To have stability by an even distribution of weight</p> <p>Control → To be in charge of their body's movements</p>	<p>Cooperate → To be able to work with others to achieve success</p> <p>Trail → A route to be followed</p>
Progression	<p>Children will recognise that actions can be reproduced in time to music; beat patterns and different speeds</p> <p>Children will perform a wide variety of dance actions both similar and contrasting</p> <p>Children will copy, repeat, and perform simple movement patterns</p> <p>Children will count and move to beats of 8.</p> <p>Children will work as an individual, in partners, and as a group</p>	<p>Children will develop confidence in fundamental movements</p> <p>Children will experience jumping, sliding, rolling, moving over, under and on apparatus</p> <p>Children will develop coordination and gross motor skills.</p> <p>Children will develop confidence in fundamental movements</p> <p>Children will learn and refine a variety of shapes, jumps, balances and rolls</p> <p>Children will link simple balance, jump and travel actions</p>	<p>Children will organise and match various items, images, colours and symbols</p> <p>Children will work with a partner to listen, share ideas, question and choose</p> <p>Children will move confidently and cooperatively in space</p> <p>Children will copy and repeat various patterns and actions</p> <p>Children will show an understanding of own feelings and others</p> <p>Children will solve more complex tasks using skills learned</p> <p>Children will work and play cooperate and take turns</p>
Skills covered	<p>Link colours to feelings.</p> <p>Explore animal movements and levels.</p> <p>Replicate actions in larger groups.</p> <p>Sequence work.</p> <p>Explore leader or follower work.</p> <p>Learning and repeating actions through circle dance.</p> <p>Perform to the count of 8.</p> <p>Copy and repeat 4 actions.</p> <p>Perform an African dance motif.</p>	<p>Adapt instructions to physical actions.</p> <p>Develop take-off and landing position for jumps.</p> <p>Transferring and moving small equipment.</p> <p>Moving through and under apparatus.</p> <p>Copying and repeating actions</p> <p>Refines shapes and jumps to improve coordination.</p> <p>Experiment with egg & log roll.</p> <p>Recognise pathways and direction.</p> <p>Points and patches to develop body tension.</p> <p>Link basic movements and use start and finish position.</p>	<p>Work as an individual and part of a group to match.</p> <p>Keep heart rate high.</p> <p>Travel and follow travel trails as and individual.</p> <p>Work cooperatively to form shapes</p> <p>Move along a pathways/trail with partner.</p> <p>Work with partner to form jumping patterns.</p> <p>Respond to visual cues.</p> <p>Compete as a team to complete an obstacle relay</p>

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EYFS, Key Stage 1 & 2

Year 1

	ATHLETICS	OAA	GYMNASTICS	DANCE
Vocabulary	<p>Relay → A team run equal distances within the same race</p> <p>Sprint → Running as fast as possible over a short distance</p>	<p>Symbol → A picture or illustration that represents something in real life, often used on maps</p> <p>Verbal → Communicating through speaking</p>	<p>Sequence → Two or more actions one after the other</p> <p>Shape → The position or your body during a movement</p>	<p>Compose → Combine and put together different movements and actions into a dance</p> <p>Canon → When the same action is repeated by a group of dancers one after the other</p>
Progression	<p>Children will begin to link running and jumping.</p> <p>Children will learn and refine a range of running which includes varying pathways and speeds.</p> <p>Children will develop throwing techniques to send objects over long distances.</p> <p>Children will increase stamina and core strength needed to undertake athletics activities.</p> <p>Children will take part in a broad range of opportunities to extend strength, balance, agility and coordination.</p> <p>Children will cooperate with others to carry out more complex tasks</p>	<p>Children will use thinking skills to follow multi step instructions.</p> <p>Children will solve more challenging problems as an individual.</p> <p>Children will comprehend that one thing can represent another.</p> <p>Children will take part in activities with increasing challenge to build confidence.</p>	<p>Children will identify and use simple gymnastics actions and shapes.</p> <p>Children will apply basic strength to a range of gymnastics actions.</p> <p>Children will begin to carry simple apparatus such as mats and benches.</p> <p>Children will recognise 'like' actions and link them.</p> <p>Children will perform a variety of basic gymnastics actions showing control.</p> <p>Children will be introduced to a turn, twist, spin, rock and roll and link these into movement patterns.</p> <p>Children will perform longer movement phrases and link with confidence</p>	<p>Children will respond to a range of stimuli and types of music.</p> <p>Children will explore space, direction, levels and speeds.</p> <p>Children will experiment creating actions and performing movements with different body parts.</p> <p>Children will build simple movement patterns from given actions.</p> <p>Children will compose and link actions to make simple movement phrases.</p> <p>Children will respond appropriately to supporting concepts such as canon and levels</p>
Skills covered	<p>Starting and stopping at speed.</p> <p>Show power in run, use arms.</p> <p>Take off on two feet.</p> <p>Use leading arm to throw.</p> <p>Compete in relay teams.</p> <p>Perform agile movements.</p> <p>Work for sustained periods of time.</p> <p>Negotiate obstacles.</p>	<p>Follow simple instructions.</p> <p>Recognise, remember, and match some symbols.</p> <p>Perform physically challenging actions.</p> <p>Follow a movement pattern with others.</p>	<p>Carry equipment safely.</p> <p>Perform magic chair landing.</p> <p>Explore body tension.</p> <p>Linking movements.</p> <p>Rock, spin, turn.</p> <p>Move on, off and over.</p>	<p>Exploring storytelling through dance.</p> <p>Use a theme to create a dance.</p> <p>Develop actions to express friendship.</p> <p>Dance with start middle and end.</p> <p>Perform with feeling.</p>

	Jumping and bounding. Run from different starting positions.	Take part in competitive races and work with a partner. Undertake simple speed stack arrangements		Perform actions to nursery rhymes. March in time. Move and turn as a group. Perform simple cannon and in rounds
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Year 2

	ATHLETICS	OAA	GYMNASTICS	DANCE
Vocabulary	<p>Stamina → The mental and physical ability to be active over a longer period</p> <p>Static → Performing an action whilst staying in one place</p>	<p>Key → A small box that explains the symbols on a map</p> <p>problem solving → Trying different solutions to overcome a challenge</p>	<p>Extension → Straightening a body part as far as possible</p> <p>Relaxation → The body returns to its normal state after an exercise</p>	<p>Unison → When the same action is repeated by a group of dancers at the same time.</p> <p>Mirror → Presenting the mirror image</p>
Progression	<p>Children will develop power, agility, coordination and balance over a variety of activities.</p> <p>Children will throw and handle a variety of objects including quoits, beanbags, balls, hoops.</p> <p>Children will negotiate obstacles showing increased control of body and limbs. Children will improve running and jumping movements, and work for sustained periods of time.</p> <p>Children will reflect on activities and make connections between a healthy active lifestyle.</p> <p>Children will experience and improve on jumping for distance and height</p>	<p>Children will use searching skills to find given items from clues and pictures.</p> <p>Children will work as a pair to navigate space.</p> <p>Children will use and explore unusual equipment to develop coordination, problem-solving and motor skills.</p>	<p>Children will describe and explain how performers can transition and link gymnastic elements.</p> <p>Children will perform with control and consistency basic actions at different speeds and on different levels.</p> <p>Children will challenge themselves to develop strength and flexibility.</p> <p>Children will create and perform a simple sequence that is judged using simple gymnastic scoring.</p> <p>Children will develop body management through a range of floor exercises. •</p> <p>Children will use core strength to link recognised gymnastics elements, e.g., back support and half twist.</p> <p>Children will attempt to use rhythm while performing a sequence.</p>	<p>Children will describe and explain how performers can transition and link shapes and balances.</p> <p>Children will perform basic actions with control and consistency at different speeds and on different levels.</p> <p>Children will challenge themselves to move imaginatively responding to music.</p> <p>Children will work as part of a group to create and perform short movement sequences to music.</p> <p>Children will perform using more sophisticated formations as well as an individual.</p> <p>Children will explore relationships through different dance formations.</p> <p>Children will explain the importance of emotion and feeling in dance.</p>

				Children will use the stimuli to copy, repeat and create dance actions and motifs.
Skills covered	Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.	Use equipment in unconventional ways. Build on speed stack skills. Compose a small group movement pattern. Participate in blindfold activities. Introduce the principle of map keys and use in a simple way.	Use start & finish shapes. Power in jumping. Levels and speed. Back & front support. Rhythm in performing. Body management in a range of actions.	Dance in solo and duet. Explore creative footwork. Discuss how a dance can develop. Respond to visual stimulus. Comment on contrasting actions. Use the theme of a clockface to develop a dance. Perform 'freestyle' moves. Perform a motif to music. Explore movement pathways.

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PE Progression
EYFS, Key Stage 1 & 2

Year 3

	ATHLETICS	OAA	GYMNASTICS	DANCE
Vocabulary	Power → Using strength at speed Pace → The ability to control speed over a set distance	Coordinate → Be able to use two or more parts of the body at once Tactile → Using the sense of touch	Combinations → Putting different types of actions together in a sequence Explosive → Actions with maximum effort for a short period of time	Rhythm → A uniformed, recurring pattern of beat or music Improvisation → React to music to perform actions or sequences that are not pre-planned
Progression	Children will control their movements and body actions in response to specific instructions. Children will demonstrate agility and speed. Children will jump for height and distance with control and balance. Children will throw with speed and power and apply appropriate force.	Children will work with others to solve problems. Children will describe their work and use different strategies to solve problems. Children will lead others and be led Children will differentiate between when a task is competitive and when it is collaborative.	Children will modify actions independently using different pathways, directions and shapes. Children will consolidate and improve the quality of movements and gymnastics actions. Children will relate strength and flexibility to the actions and movements they are performing.	Children will practise different sections of a dance aiming to put together a performance. Children will perform using facial expressions. Children will perform with a prop. Children will continue to develop improvisation skills to build a narrative around a theme.

			<p>Children will use basic compositional ideas to improve sequence work.</p> <p>Children will identify similarities and differences in sequences.</p> <p>Children will develop body management over a range of floor exercises.</p> <p>Children will attempt to bring explosive moves into floor work through jumps and leaps.</p> <p>Children will show increasing flexibility in shapes and balances.</p>	<p>Children will continue to build basic creative choreography skills in travelling, dynamics and partner work through the ocean theme.</p> <p>Children will delve deeper into opposing dynamics.</p>
Skills covered	<p>Combination jumps</p> <p>Recognising and performing different paced runs.</p> <p>Approaching hurdles.</p> <p>Pull action when throwing.</p> <p>Skipping technique.</p> <p>Recording scores accurately.</p>	<p>Use non-verbal communication effectively.</p> <p>Develop further simple map reading skill.</p> <p>Respond to and resolve problems as a team.</p> <p>Participate in trust activities.</p> <p>Plan on route map.</p>	<p>Contrasting shapes, body control when rolling.</p> <p>Partner unison.</p> <p>Patterns.</p> <p>Fluency in movement.</p> <p>Half lever.</p> <p>Bouncing, smooth transitions and extension.</p>	<p>Perform a jazz square.</p> <p>Perform 2 contrasting characters.</p> <p>Communicate ideas as part of a group.</p> <p>Use a prop in a 4-action dance phrase.</p> <p>Discuss examples of professional work.</p> <p>Create your own floor patterns.</p> <p>Create longer dance phrases by linking shorter ones.</p> <p>Introduce start and endings to dances.</p> <p>Perform in solo, duet and group.</p> <p>Apply feedback to improve own performance.</p>

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PE Progression

EYFS, Key Stage 1 & 2

Year 4

	ATHLETICS	OAA	GYMNASTICS	DANCE
Vocabulary	<p>Accelerate → Being able to increase speed while running</p> <p>take off → The last step before performing a jump</p>	<p>Scale → The ratio of distance between two points on a map compared to the real distance</p> <p>Orienteering → Using a map to find a series of points in an area</p>	<p>Contrasting → Two actions that are opposite to each other</p> <p>Fluency → An action or sequence with control and momentum</p>	<p>Levels → The different heights actions and dances can be performed</p> <p>facial expressions → A non-verbal way to communicate a message using the face</p>
Progression	<p>Children will use running, jumping and throwing stations and be able to investigate different ways of performing these activities in small groups</p> <p>Children will use a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws</p>	<p>Children can work well in a team or group within defined and understood roles.</p> <p>Children will plan and refine strategies to solve problems.</p> <p>Children will identify the relevance of and use maps, compass and symbols when orienteering.</p> <p>Children will identify what they do well and suggest what they could do to improve.</p>	<p>Children will become increasingly competent and confident to perform the gymnastic skill more consistently.</p> <p>Children are able to perform in time with a partner and group.</p> <p>Children will independently use compositional ideas in sequences such as changes in height, speed and direction.</p> <p>Children will develop an increased range of body actions and shapes to include in a sequence.</p> <p>Children will use different muscles groups needed to support the core of their body.</p> <p>Children will refine taking weight on small and large body parts, for example, hand and shoulder.</p>	<p>Work to include freeze frames in routines. • Practise and perform a variety of different formations in dance. • Develop a dance to perform as a group with a set starting position. • Developing choreography and devising skills in relation to a theme. • Exploring dynamic quality and formations to communicate character. • Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience</p>
Skills covered	<p>Children will aim at targets. Children will accelerating over short distances.</p> <p>Children will take off from a run with one foot to increase distance.</p> <p>Children will use the sling action when throwing.</p>	<p>Children will use a compass and recognise the compass points</p> <p>Children will follow a course.</p> <p>Children will work cooperatively with a partner to follow a map.</p> <p>Children will recognise a range of standard map symbols.</p>	<p>Children will continue to progress the cartwheel movement.</p> <p>Children will use STEP to improve their performances.</p> <p>Children will begin to judge themselves and others performances.</p>	<p>Develop dance freeze frames. Perform a slide and roll. Replicate a set phrase. Work collaboratively to sequence movements. Create a 5-action routine. Use formations to tell a story. Perform without prompts. Use devices to manipulate</p>

	Children will perform baton exchanges during a relay.	Children will evaluate their own success.	Children will use changes in speed. Children will perform a shoulder roll, shoulder stand. Children will perform in flow. Children will develop their fitness through tabattas.	movements. Perform contact work as a group. Identify strengths in their performance
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EYFS, Key Stage 1 & 2

Year 5

	ATHLETICS	OAA	GYMNASTICS	DANCE
Vocabulary	<p>Force → The ability to exert power over an object</p> <p>sustain → To keep up a physical action or movement over time</p>	<p>Compass → An instrument that tells you which direction you are facing</p> <p>ingenuity → Thinking or trying things in new ways</p>	<p>Aesthetics → How an action or sequence looks to somebody watching</p> <p>flexibility → The range of movement around a joint</p>	<p>Choreographer → A person who creates a dance sequence to perform</p> <p>Formations → In a group dance, the position of each dancer when performing</p>
Progression	<p>Children will be able to sustain pace over short and longer distances such as running 100m and running for 2 minutes.</p> <p>Children will run as part of a relay team working at their maximum speed.</p> <p>Children will perform a range of jumps and throws demonstrating increasing power and accuracy</p>	<p>Children will explore ways of communicating in a range of challenging activities.</p> <p>Children will navigate and solve problems from memory.</p> <p>Children will develop and use trust to complete the task and perform under pressure.</p>	<p>Children will create longer and more complex sequences and adapt performances.</p> <p>Children will take the lead in a group when preparing a sequence.</p> <p>Children will compare performances and judge strengths and areas for improvement.</p> <p>Children will take responsibility for their own warm-up including remembering and repeating a variety of stretches.</p> <p>Children will perform more complex actions, shapes and balances with consistency.</p> <p>Children will use information given by others to improve performance.</p>	<p>Children will perform different styles of dance fluently and clearly.</p> <p>Children will refine & improve dances adapting them to include the use of space rhythm & expression.</p> <p>Children can work collaboratively in groups to compose simple dances.</p> <p>Children can recognise and comment on dances suggesting ideas for improvement.</p> <p>Children can develop choreography and devising skills in relation to a theme.</p> <p>Children will explore dynamic quality and formations to communicate character.</p> <p>Children can concentrate on one simple theme throughout and linking all activities to the</p>

				communication of this to an audience.
Skills covered	Children will prepare to run an individual leg during a relay. Children will develop the principles of pace further and jump for distance. Children will use the push action when throwing. Children will exchange a baton within restricted area. Children will perform a run up for long jump	Children will use memory and recall skills. Children will perform in a team under pressure. Children will perform safely and with control. Children will begin to classify and interpret simple Morse code	Children will use symmetry & asymmetry when performing gymnastics. Children will perform counterbalances. Children will be able to progress the round-off skill by linking it with a cartwheel. Children will use performing pathways when performing gymnastics.	Children will perform locomotor and non locomotor movements in a dance phrase. Children will describe the key features of line dancing. Children will work collaboratively in a group of 4. Children will apply their knowledge of line dancing steps to create own line dance. Children will copy and perform a specific dance action to communicate a theme. Children will communicate the idea of a hero.

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Year 6

	ATHLETICS	OAA	GYMNASTICS	DANCE
Vocabulary	Optimum → A condition that produces the best result trajectory → The flight path a thrown object	Decipher → To work out the meaning of something orientate → Know where you are using reference points on a map	Asymmetry → When shape of the body is different on each side Symmetry → When shape of the body is the same on each side	Gesture → The movement of a body part without using your weight. Dynamics → Quality of movement, the intangible factor that adds uniqueness, richness and power.
Progression	Children will become increasingly confident in a range of techniques and recognise their success. Children will apply strength and flexibility to a broad range of throwing, running and jumping activities.	Children will use information given by others to complete tasks and work collaboratively. Children will undertake more complex tasks and take responsibility for a role in a task.	Children will lead group warm-ups and showing understanding of the need for strength and flexibility. Children will demonstrate accuracy, consistency, and clarity of movement.	Children will work collaboratively to include more complex compositional ideas. They can use their greater teamwork skills to use group devices. Children will develop motifs and incorporate into self-composed

	<p>Children will work in collaboration and demonstrate improvement when working with self and others. Children will accurately and confidently measure and time keep for both track and field events</p>	<p>Children will use knowledge of PE and physical activities to suggest design ideas & amendments to games.</p>	<p>Children will work independently and in small groups to make up own sequences and can arrange the apparatus to enhance work on their own. Children will experience flight on and off of high apparatus and perform increasingly complex sequences. Children will combine own ideas with others to build sequences. Children will use this to compose and practise actions and relate to music. Children will show a desire to improve across a broad range of gymnastics actions.</p>	<p>dances as individuals, pairs & groups Children will work Talk about different styles of dance with understanding, using appropriate language & terminology Children will demonstrate a narrative through contact and relationships and can show tension through pattern and formation</p>
<p>Skills covered</p>	<p>Children will use sprint start techniques. Children will developing the phases of a triple jump to jump for distance. Children will use the heave throw technique. Children can assess their own ability in running tasks.</p>	<p>Children will follow and orient a map. Children will identify objects in a scavenger hunt. Children will perform complex group pyramid balances. Children will be able to tie a reef knot. Children will design their own game by using, refining, and adapting group ideas</p>	<p>Children will prepare for vaulting Children will dismount from height. Flight in unison & cannon. Children will use music. Children will create group patterns. Children can use stimuli such as ribbons and hoops.</p>	<p>Children will be able to explore space in a deeper way in relation to dance. Children will identify appropriate dynamics and group formations for the Hakka and perform some basic street dance skills. Children will compose a street dance performance. Children will create a phrase of gestures that communicate a theme. Children will describe the meaning/purpose of several different devices and show formations that create tension and relationships.</p>