



## Abbey Road Primary School – PE Progression

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Gymnastics</b>	Pupils will be introduced to basic Gymnastics terminology and core skills that will be required to progress through the Gymnastics units. Skills taught include: rolling, jumping, balancing, taking weight on their hands and travelling along different pathways. They will also develop their sequence work and movement memory. The pupils will also evaluate their own and others work, setting valuable targets for improvement.	Learn different types of rolls and travel along different pathways.  Work in pairs on matching movements. Pupils will support their weight on their hands using apparatus. They will also develop their sequence work, learning effective methods of creating sequences. The pupils will also evaluate their own and others work, setting valuable targets for improvement.	Learn different types of rolls and travel along different pathways. Pupils will work in pairs on contrasting shapes and jumping using apparatus. They will also develop their sequence work, learning effective methods of creating sequences. The pupils will also evaluate their own and others work, setting valuable targets for improvement.	Learn different types of rolls, travel along different pathways, matching and contrasting partner balances. They will also develop their sequence work, learning effective methods of creating sequences. The pupils will also evaluate their own and others work, setting valuable targets for improvement.	Learn different types of rolls, travel to and from these, partner balances and using apparatus. They will also develop their sequence work, learning effective methods of creating sequences. The pupils will also evaluate their own and others work, setting valuable targets for improvement.	Learn different types of rolls, travel to and from these, partner balances and using apparatus. They will also develop their sequence work, learning effective methods of creating sequences. The pupils will also evaluate their own and others work, setting valuable targets for improvement.
	<i>See FGS detailed unit plan for each year group</i>					
	Y1	Y2	Y3	Y4	Y5	Y6
<b>Dance</b>	To change direction during travelling moves.  To link travelling moves that change direction and level. To link moves together.	To explore different levels and speeds of movement.  To compose and perform simple dance phrases.  To show contrasts in simple dances with	To explore dance movements and create patterns of movement.  To work with a partner to create dance patterns.	To identify and practise the patterns and actions of chosen dance style.  To demonstrate an awareness of the music's rhythm and	To identify and practise the patterns and actions of the chosen dance style.  To demonstrate an awareness of the music's rhythm and	To identify and practise the patterns and actions in a street dance style.  To demonstrate an awareness of the music's rhythm and



## Abbey Road Primary School – PE Progression

	<p>To use a variety of moves.</p> <p>To explore basic body patterns and movements to music.</p> <p>To use a variety of moves that change speed and direction. To link together dance moves with gestures and changing direction in time to music.</p> <p>To practise taking off from different positions.</p> <p>To complete an obstacle course with control and agility.</p>	<p>good body shape and position.</p> <p>To develop a range of dance movements and improve timing.</p> <p>To work to music, creating movements that show rhythm and control.</p> <p>To work to music, creating movements that show rhythm and control.</p>	<p>To perform a dance with rhythm and expression.</p> <p>To use knowledge of dance to create a story in small groups.</p> <p>To develop precision of movement.</p> <p>To work co-operatively with a group to create a dance piece.</p> <p>To perform in front of others with confidence.</p>	<p>phrasing when improvising.</p> <p>To create an individual dance that reflects the chosen dancing style.</p> <p>To create partnered dances that reflect the dancing style and apply the key components of dance.</p> <p>To perform dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p>	<p>phrasing when improvising.</p> <p>To create and perform an individual dance that reflects the chosen dance style.</p> <p>To create partnered dances that reflect the chosen dancing style and apply the key components of dance.</p> <p>To create group dances that reflect the dance style.</p> <p>To perform a dance using a range of movement patterns.</p> <p>To perform and evaluate.</p>	<p>phrasing when improvising.</p> <p>To create a dance that represents a street dance style.</p> <p>To create a dance as a group, using any street dance moves.</p> <p>To create a dance as a group, using any street dance moves.</p> <p>To perform and analyse own and others' performance.</p>
	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Multi-skills and Swimming</b>	<p><u>Multi skills</u></p> <p>To explore static balancing and understand the concept of bases.</p> <p>To combine a number of co-ordination drills, using upper &amp; lower body movements.</p> <p>To aim a variety of balls &amp; equipment accurately.</p>		<p><u>Swimming</u></p> <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><u>Swimming</u></p> <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>		



## Abbey Road Primary School – PE Progression

	<p>To time running to stop or intercept the path of a ball.</p> <p>To travel in different ways, showing clear transitions between movements.</p> <p>To travel in different directions (side to side, up and down) with control &amp; fluency.</p> <p>To practise ABC (agility, balance and coordination) at circuit stations.</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> <p>To swim front crawl for 25m.</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> <p>To swim front crawl for 25m.</p>		
	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Invasion Games</b>	<p>Use basic underarm, rolling and hitting skills; sometimes use overarm skills; intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency; to catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it; throw, hit and kick a ball in a variety of ways, depending on the needs of the game; choose different ways of hitting, throwing, striking or kicking the ball; decide</p>	<p>To show awareness of opponents and team-mates when playing games; perform basic skills of rolling, striking and kicking with more confidence; apply these skills in a variety of simple games; make choices about appropriate targets, space and equipment; use a variety of simple tactics; describe how their bodies work and feel when playing games; work well with a partner and in a small</p>	<p>Throw and catch with control to keep possession and score 'goals'; be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills; explain why it is important to warm up and cool down; say when a player has moved to help others; apply this</p>	<p><b><u>Tag Rugby, Netball</u></b></p> <p>Play games with some fluency and accuracy, using a range of throwing and catching techniques; find ways of attacking successfully when using other skills; use a variety of simple tactics for attacking well, keeping possession of the ball as a team, &amp; getting into positions to score; know the rules of the games; understand that they need to defend as well as attack; understand how strength, stamina and</p>	<p><b><u>Netball, Hockey</u></b></p> <p>Pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence; know and carry out warm-up activities that use exercises helpful for invasion games; pick out things that could be improved in performances and suggest ideas and</p>	<p><b><u>Tag Rugby, Dodgeball</u></b></p> <p>Use different techniques for passing, controlling, dribbling and shooting the ball in games; apply basic principles of team play to keep possession of the ball; use marking, tackling and/or interception to improve their defence; play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending; plan practices and warm ups to get ready for playing</p>



## Abbey Road Primary School – PE Progression

	where to stand to make it difficult for their opponent; describe what they and others are doing; describe how their body feels during games.	group to improve their skills.	knowledge to their own play.	speed can be improved by playing invasion games; lead a partner through short warm-up routines; watch and describe others' performances, as well as their own, & suggest practices that will help them and others to play better.	practices to make them better.	safely; recognise their own and others' strengths and weaknesses in games; suggest ideas that will improve performance.
	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Striking and Fielding Games</b>	<p>To use throwing and catching skills in a game.</p> <p>To practise accuracy of throwing and consistent catching. To play a game fairly and in a sporting manner.</p>	<p>To throw a ball for distance.</p> <p>To practise throwing skills in a circuit.</p> <p>To play a game fairly and in a sporting manner</p> <p>To learn how to hold a bat appropriately.</p> <p>To position the body to strike a ball.</p> <p>To develop catching skills.</p> <p>To learn skills for playing striking and fielding games.</p> <p>To use fielding skills to play a game.</p>	<p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To develop and investigate different ways of throwing and to know when it is appropriate to use them.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for catching a ball and use it in a game.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p>	<p><b><u>Rounders</u></b></p> <p>To develop fielding skills and understand their importance when playing a game.</p> <p>To play in a competitive situation, and to demonstrate sporting behaviour.</p> <p><b><u>Short tennis</u></b></p> <p>To become familiar with balls and short tennis rackets.</p> <p>To get the ball into play.</p> <p>To accurately serve underarm.</p> <p>To build up a rally.</p>	<p><b><u>Cricket</u></b></p> <p>To develop skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>To run between the wickets.</p> <p>To run, throw and catch.</p> <p>To develop a safe and effective overarm throw.</p> <p>To learn batting control.</p> <p>To learn the rules for cricket.</p> <p>To use all the skills learned by playing in a mini tournament.</p>	<p><b><u>Cricket or Rounders</u></b></p> <p>To throw and catch under pressure.</p> <p>To use fielding skills to stop the ball effectively.</p> <p>To learn batting control.</p> <p>To learn the role of backstop.</p> <p>To play in a tournament and work as team, using tactics in order to beat another team.</p> <p><b><u>Badminton</u></b></p> <p>To demonstrate and use the correct grip of the racket and</p>



## Abbey Road Primary School – PE Progression

			<p>To practise the correct batting technique and use it in a game situation.</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for fielding and use it in a game situation.</p> <p>To consolidate the throwing, catching and batting skills already learned.</p> <p>To strike the ball for distance.</p>	<p>To build a rally, focusing on accuracy of strokes.</p> <p>To play a variety of shots in a game situation and to explore when different shots should be played.</p>	<p><b>Tennis</b></p> <p>To identify and apply techniques for hitting a tennis ball.</p> <p>To develop the techniques for ground strokes and volleys.</p> <p>To develop a backhand technique and use it in a game.</p> <p>To practise techniques for all strokes.</p> <p>To use the scoring system and court for singles tennis.</p> <p>To play a tennis game using an overhead serve and the correct selections of shots.</p> <p>To understand and use doubles scoring in a tennis game.</p>	<p>understand how to get into the ready position.</p> <p>To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.</p> <p>Understand how to serve the shuttle in order to start the game.</p> <p>Recognise the difference between the low serve and the high serve.</p> <p>To understand how to use different shots to outwit an opponent in a game.</p> <p>To develop knowledge, understanding and principles within a singles and doubles game, including tactics and strategies used.</p>
	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Athletics</b>	<p>To use varying speeds when running.</p> <p>To explore footwork patterns.</p> <p>To explore arm mobility.</p>	<p>To run with agility and confidence.</p> <p>To learn the best jumping techniques for distance.</p>	<p>Run at fast, medium and slow speeds, changing speed and direction; link running and jumping activities with some fluency, control and</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods; know and demonstrate a range</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target; show control at take-off in jumping</p>



## Abbey Road Primary School – PE Progression

	<p>To explore different methods of throwing.</p> <p>To practise short distance running.</p>	<p>To throw different objects in a variety of ways.</p> <p>To hurdle an obstacle and maintain effective running style.</p> <p>To run for distance.</p> <p>To complete an obstacle course with control and agility.</p>	<p>consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects, changing their action for accuracy and distance; recognise when their heart rate, temperature and breathing rate have changed.</p>	<p>of throwing techniques; throw with some accuracy and power into a target area; perform a range of jumps, showing consistent technique and sometimes using a short run-up; play different roles in small groups; relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up; compare and contrast performances using appropriate language.</p>	<p>activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria.</p>	<p>activities; show accuracy and good technique when throwing for distance; organise and manage an athletic event well; understand how stamina and power help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria.</p>
	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Outdoor and Adventurous Activity</b>				<p>Identify where they are by using simple plans and diagrams of familiar environments.</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another.</p>	<p><b>Cycling</b></p> <p>Develop the basic technique of braking safely in different situations.</p> <p>Develop the basic technique for cornering.</p> <p>Develop smooth and effective pedalling</p>	<p>Choose and perform skills and strategies effectively.</p> <p>Find solutions to problems and challenges.</p> <p>Plan, implement and refine the strategies they use</p> <p>adapt the strategies as necessary</p>



## Abbey Road Primary School – PE Progression

				<p>respond to a challenge or problem they are set</p> <p>Begin to work and behave safely</p> <p>Work increasingly cooperatively with others, discussing how to follow trails and solve problems</p> <p>recognise that different tasks make their body work in different ways.</p> <p>Comment on how they went about tackling tasks.</p>	<p>Develop the riders' understanding of and ability to operate their gears.</p> <p>Develop the movements involved in mounting and dismounting while travelling at various speeds.</p> <p>To use all the skills learnt in a race situation.</p>	<p>Work increasingly well in a group or in a team where roles and responsibilities are understood</p> <p>Prepare physically and organisationally for challenges they are set, taking into account the group's safety identify what they do well, as individuals and as a group</p> <p>Suggest ways to improve.</p>
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