



Dance		
Year Group	Sub Module of Unit	Key Performance Indicator
1	Developing skills	Follow the leader: for example jumping, hopping and skipping.
1	Developing skills	Respond to different stimuli and music with a range of actions.
1	Developing skills	Copy and explore basic body actions demonstrated by the teacher.
1	Developing skills	To copy simple movement patterns from each other and explore the movement.
1	Selecting & applying skills & tactics	Compose and link movement phrases to make simple dances with clean beginning, middle and end.
1	Selecting & applying skills & tactics	Practise and repeat their movement phrases and perform them in a controlled way.
2	Developing skills	Link several movements together with control and co-ordination.
2	Developing skills	Talk about different stimuli and music as the starting point for creating dance phrases and short dances.
2	Developing skills	Explore actions in response to stimuli and explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of possible movements.
2	Selecting & applying skills & tactics	Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings.
2	Selecting & applying skills & tactics	Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness.
3	Developing skills	Improvise freely with a partner translating ideas from stimuli to movement.
3	Developing skills	Show an imaginative response to different stimuli and music through their use of language and choice of movement.
3	Developing skills	Incorporate different qualities and dynamics into their movements.
3	Developing skills	Explore and develop new actions while working with a partner or a small group.
3	Selecting & applying skills & tactics	Know how to apply basic compositional ideas to create dance which convey feelings and emotions.
3	Selecting & applying skills & tactics	Know how to link actions to make dance phrases, working with a partner and in a small group.
3	Selecting & applying skills & tactics	Perform short dances with expression, showing an awareness of others when moving.
3	Selecting & applying skills & tactics	Describe what makes a good dance phrase.
4	Developing skills	Respond and perform with a partner, demonstrating actions that link with fluency and accuracy.
4	Developing skills	Respond to the stimuli through the appropriate language, creating their own ideas and movement phrases.
4	Developing skills	Use a range of actions and begin to combine movement phrases and patterns.
4	Developing skills	Begin to respond within a small group, to different speeds and levels.
4	Selecting & applying skills & tactics	Begin to design their own movement phrases that respond to the stimuli or emotion.
4	Selecting & applying skills & tactics	Use a range of movement and dance phrases within different ways (unison, canon) with a partner or group.
4	Selecting & applying skills & tactics	Remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.



Dance		
Year Group	Sub Module of Unit	Key Performance Indicator
5	Developing skills	Respond to a variety of stimuli showing a range of actions performed with control and fluency.
5	Developing skills	Consider character and narrative ideas created by the stimulus, and respond through movement.
5	Developing skills	Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group.
5	Selecting & applying skills & tactics	Create and perform dances using a range of movement patterns in response to a range of stimuli.
5	Selecting & applying skills & tactics	Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer.
5	Selecting & applying skills & tactics	Remember, practise and combine longer, more complex dance phrases.
6	Developing skills	Perform a variety of dance styles with accuracy and consistency.
6	Developing skills	Explore, improvise and choose appropriate material to create new motifs in a chosen dance style.
6	Developing skills	Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.
6	Selecting & applying skills & tactics	Extend compositional skills incorporating a wider range of dance styles and forms.
6	Selecting & applying skills & tactics	Select and use a range of compositional ideas to create motifs that demonstrate their dance idea.



Games		
Year Group	Sub Module of Unit	Key Performance Indicator
1	Developing skills	Throw and catch a ball with a partner.
1	Developing skills	Move fluently, changing direction / speed easily and avoiding collisions.
1	Developing skills	Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.
1	Selecting & applying skills & tactics	Choose and use skills effectively for particular games.
1	Selecting & applying skills & tactics	Use skills in different ways in different games and try to win by changing the way they use skills in response to their opponents actions.
2	Developing skills	Pass a ball accurately to a partner over a variety of distances.
2	Developing skills	Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.
2	Developing skills	Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.
2	Selecting & applying skills & tactics	Vary skills and show some understanding of simple tactics.
2	Selecting & applying skills & tactics	Choose and use tactics to suit different situations and react to situations in a way that helps their partners and makes it difficult for their opponents.
3	Developing skills	Travel with control whilst bouncing a ball.
3	Developing skills	Use a range of skills to help them keep possession and control of the ball.
3	Developing skills	Perform the basic skills needed for the games with control and consistency.
3	Selecting & applying skills & tactics	Use a range of skills to keep possession and make progress towards a goal, on their own and with others.
3	Selecting & applying skills & tactics	Choose good places to stand when receiving, and give reasons for their choice.
3	Selecting & applying skills & tactics	Choose and use batting or throwing skills to make the game hard for their opponents.
4	Developing skills	Travel with a ball showing increasing control using both hands and feet.
4	Developing skills	Know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.
4	Developing skills	Perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.
4	Selecting & applying skills & tactics	Use a range of learnt techniques to ensure fair play and that they know how to score goals and win the game.



Games		
Year Group	Sub Module of Unit	Key Performance Indicator
4	Selecting & applying skills & tactics	Choose where they should position themselves to be a defender and an attacker.
4	Selecting & applying skills & tactics	Choose the best skills to use when playing different sides within a game.
5	Developing skills	Travel with a ball showing changes of speed and directions using either foot or hand.
5	Developing skills	Use a range of techniques when passing, eg high, low, bounced, fast, slow.
5	Developing skills	Keep a game going using a range of different ways of throwing.
5	Developing skills	Strike a ball with intent and throw it more accurately when bowling and/or fielding.
5	Selecting & applying skills & tactics	Effectively play a competitive net/wall game. Keep and use rules they are given.
5	Selecting & applying skills & tactics	Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights.
5	Selecting & applying skills & tactics	Judge how far they can run to score points.
6	Developing skills	Dribble effectively around obstacles.
6	Developing skills	Throw with precision and accuracy when sending and receiving.
6	Developing skills	Perform skills with accuracy, confidence and control, adapting them to meet the needs of the situation.
6	Developing skills	Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game.
6	Developing skills	Use different ways of bowling.
6	Selecting & applying skills & tactics	Play recognized version of net game showing tactical awareness and knowledge of rules and scoring.
6	Selecting & applying skills & tactics	Play, choosing and using skills which meet the needs of the situation.
6	Selecting & applying skills & tactics	Choose when to pass or dribble, so that they keep possession and make progress towards the goal.
6	Selecting & applying skills & tactics	Hit the ball with purpose, varying the speed, height and direction.



Gymnastics		
Year Group	Sub Module of Unit	Key Performance Indicator
1	Developing skills	Perform basic gymnastic actions like traveling, rolling and jumping.
1	Developing skills	Manage the space safely, showing good awareness of each other, mats and apparatus.
1	Selecting & applying skills & tactics	Make up simple movement phrases in response to simple tasks.
1	Selecting & applying skills & tactics	Link and repeat basic gymnastic actions and perform movement phrases with control and accuracy.
2	Developing skills	Perform a variety of actions with increasing control and repeat accurately sequences of gymnastic actions.
2	Developing skills	Move smoothly from a position of stillness to a travelling movement.
2	Selecting & applying skills & tactics	Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end.
2	Selecting & applying skills & tactics	Adapt the sequence to include apparatus or a partner.
2	Selecting & applying skills & tactics	Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.
3	Developing skills	Perform a competent forward roll, rug roll, shoulder roll.
3	Developing skills	Explore combinations of mats and apparatus, and find different ways of using a shape, balance or travel.
3	Developing skills	Practise an action or short sequence of movements, and improve the quality of the actions and transitions show control, accuracy and fluency of movement. As appropriate when performing actions on their own and with a partner.
3	Selecting & applying skills & tactics	Plan and perform a movement sequence showing contrasts in speed, level and direction.
3	Selecting & applying skills & tactics	Devise and perform a gymnastic sequence, showing a clear beginning, middle and end.
3	Selecting & applying skills & tactics	Adapt a sequence to include different levels, speeds or directions.
3	Selecting & applying skills & tactics	Work well on their own and contribute to pair sequences.
4	Developing skills	Perform a range of rolls with control and accuracy.
4	Developing skills	Explore different combinations of apparatus to look at shape, balance and travel and know how to utilize this equipment to enhance their movements.
4	Developing skills	Practise and refine an action or short sequence showing quality movement phrases, combining different actions for effect.
4	Developing skills	Begin to perform with a partner or group.
4	Selecting & applying skills & tactics	Begin to develop a longer and more varied movement phrase with smooth, planned links between actions.
4	Selecting & applying skills & tactics	Perform a sequence where the children combine speed, level, direction and a variety of shapes.
4	Selecting & applying skills & tactics	Work within different groups to contribute to a variety of different sequences.
5	Developing skills	Perform a range of rolls including backwards roll consistently.



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EVERYONE IS WELCOME.

5	Developing skills	Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.
5	Selecting & applying skills & tactics	Develop a longer and more varied movement sequence demonstrating smooth transitions between actions and combine to make a sequence.
5	Selecting & applying skills & tactics	Perform sequences with changes of speed, level, direction and clarity of shape.
5	Selecting & applying skills & tactics	Gradually increase the length of sequences work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement
6	Developing skills	Perform a range of rolls showing different entrances and exits.
6	Developing skills	Perform combinations of actions and agilities that show clear differences between levels, speeds and directions, with fluency and accuracy.
6	Developing skills	Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.
6	Selecting & applying skills & tactics	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
6	Selecting & applying skills & tactics	Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, shape and changes in direction.
6	Selecting & applying skills & tactics	Adapt sequences to include a partner or a small group.



Athletics		
Year Group	Sub Module of Unit	Key Performance Indicator
1	Developing skills	Run at different speeds, jump with accuracy and use a small range of techniques to throw objects.
1	Selecting & applying skills & tactics	Choose which throwing and retrieving technique to use.
2	Developing skills	Change speed and direction, link running and jumping and throw accurately.
2	Selecting & applying skills & tactics	Choose when to run and when to jump.
2	Selecting & applying skills & tactics	Select which throwing technique to use for accuracy and distance.
3	Developing skills	Throw with accuracy and power into a target.
3	Developing skills	Show a difference between sprinting and running.
3	Selecting & applying skills & tactics	Choose and use throwing to reach a target.
4	Developing skills	Increase the distance when they are running, organizing and preparing themselves and take different roles within a running sequence.
4	Selecting & applying skills & tactics	Choose which throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.
5	Developing skills	Sustain and maintain running speed, improve on personal target, organise and manage an athletic event well.
5	Selecting & applying skills & tactics	Choose pace for running.
5	Selecting & applying skills & tactics	Plan and carry through an event.
6	Developing skills	Show strength, stamina and speed when running, jumping and throwing,
6	Developing skills	Know rules and judge events.
6	Selecting & applying skills & tactics	Adapt skills and techniques to different challenges and equipment.



<i>Outdoor Adventurous Activities</i>		
<i>Year Group</i>	<i>Sub Module of Unit</i>	<i>Key Performance Indicator</i>
1	<i>Developing skills</i>	<i>Follow marked tracks in a familiar environment.</i>
1	<i>Selecting & applying skills & tactics</i>	<i>Choose which way to follow route, by self or in a group.</i>
2	<i>Developing skills</i>	<i>Use simple plans and diagrams of familiar environments.</i>
2	<i>Selecting & applying skills & tactics</i>	<i>Use skills to solve a basic challenge or problem.</i>
3	<i>Developing skills</i>	<i>Use maps and diagrams to orientate themselves around a course.</i>
3	<i>Selecting & applying skills & tactics</i>	<i>Respond appropriately when task/environment changes and to plan responses.</i>
4	<i>Developing skills</i>	<i>Use a map with confidence to navigate around a route.</i>
4	<i>Selecting & applying skills & tactics</i>	<i>Adapt and respond to changes in the environment to allow them to complete the task.</i>
5	<i>Developing skills</i>	<i>Move confidently through familiar and less familiar environments.</i>
5	<i>Selecting & applying skills & tactics</i>	<i>Adapt skills and strategies as situation demands.</i>
6	<i>Developing skills</i>	<i>Work confidently in changing environments, adapt quickly.</i>
6	<i>Selecting & applying skills & tactics</i>	<i>Devise and put into practice a range of solutions and challenges.</i>



Self-Evaluation and Health Awareness

<i>Year Group</i>	<i>Sub Module of Unit</i>	<i>Key Performance Indicator</i>
1	<i>Evaluating and improving performance</i>	<i>Watch others and say what they are doing.</i>
1	<i>Knowledge and understanding of fitness and health.</i>	<i>Describe how their bodies feel when still and when exercising.</i>
1	<i>Knowledge and understanding of fitness and health.</i>	<i>Talk about how to exercise safely.</i>
2	<i>Evaluating and improving performance</i>	<i>Talk about differences between their own and others' performance.</i>
2	<i>Evaluating and improving performance</i>	<i>Suggest improvements based on observations.</i>
2	<i>Knowledge and understanding of fitness and health.</i>	<i>Understand how to exercise and describe how their bodies feel during different activities.</i>
3	<i>Evaluating and improving performance</i>	<i>Describe and comment on their own performance and that of others.</i>
3	<i>Evaluating and improving performance</i>	<i>Make simple suggestions to improve quality.</i>
3	<i>Knowledge and understanding of fitness and health.</i>	<i>Suggest appropriate warm up ideas.</i>
3	<i>Knowledge and understanding of fitness and health.</i>	<i>Work in a responsible and safe manner.</i>
3	<i>Knowledge and understanding of fitness and health.</i>	<i>Recognise changes in body temperature, heart rate and breathing.</i>
4	<i>Evaluating and improving performance</i>	<i>Observe others carefully, in relation to the success criteria and begin to modify and change in response to what they see.</i>
4	<i>Evaluating and improving performance</i>	<i>Analyse and comment on what they see with increasing clarity.</i>
4	<i>Knowledge and understanding of fitness and health.</i>	<i>Begin to think about warm up activities that prepare them for exercise.</i>
4	<i>Knowledge and understanding of fitness and health.</i>	<i>Talk confidently about the effect exercise has on their body and why they need to exercise to stay fit and healthy.</i>



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5	Evaluating and improving performance	Use observation of others and begin to describe constructively how to refine improve and modify performance.
5	Evaluating and improving performance	Refine their own performance from self-analysis and in response to comments from others.
5	Knowledge and understanding of fitness and health.	Demonstrate activities for specific aspects of warm up- stretching, joint mobility, raising heart and breathing rates.
5	Knowledge and understanding of fitness and health.	Describe the effects of exercise on the body showing understanding of the principles of respiration, temperature, fatigue and recovery.
6	Evaluating and improving performance	Analyse the selected skills and techniques within the activity and suggest ways to improve the quality of performance.
6	Evaluating and improving performance	Demonstrate sound knowledge and understanding as a result of analysis to improve performance.
6	Knowledge and understanding of fitness and health.	Show responsibility for personal warm up programme specific to the activity.
6	Knowledge and understanding of fitness and health.	Demonstrate all round safe practice, including handling equipment, safety of self and others, playing within accepted rules and conventions.



Swimming		
Year Group	Sub Module of Unit	Key Performance Indicator
3	Swimming - stroke	To swim up to 25 metres in water unaided showing co-ordination.
3	Swimming - stroke	To begin to use their arms and legs in the correct manner for their chosen stroke.
3	Swimming - stroke	To begin to understand how to perform safe self-rescue in different water-based situations.
3	Swimming - breathing	Choose which breathing technique they can use to allow them to complete the distance quickly.
4	Swimming - stroke	To swim 25 metres in water unaided showing co-ordination with arms and legs and using some different strokes.
4	Swimming - stroke	To confidently use their arms and legs in the correct manner for their chosen stroke.
4	Swimming - stroke	To understand how to perform safe self-rescue in different water-based situations.
4	Swimming - breathing	Choose which breathing technique they can use to allow them to complete the distance quickly.
5	Swimming - stroke	To swim over 25 metres in water unaided showing co-ordination with arms and legs and using different strokes including front crawl, backstroke and breaststroke.
5	Swimming - stroke	To confidently use their arms and legs in the correct manner for their chosen stroke and explain why they have chosen a particular stroke.
5	Swimming - stroke	To understand and explain how to perform safe self-rescue in different water-based situations.
5	Swimming - breathing	Choose which breathing technique they can use to allow them to complete the distance quickly.
6	Swimming - stroke	To swim over 25 metres in water unaided showing co-ordination with arms and legs and using different strokes including front crawl, backstroke and breaststroke and to describe how to use arms and legs together.
6	Swimming - stroke	To confidently use their arms and legs in the correct manner for their chosen stroke and to explain and describe why they have chosen a particular stroke.
6	Swimming - stroke	To understand and explain how to perform safe self-rescue and peer rescue in different water-based situations.
6	Swimming - breathing	Choose which breathing technique they can use to allow them to complete the distance quickly.