

P.E progression	Key Stage 1	Key Stage 2	
National curriculum statements	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • participate in team games, developing simple tactics for attacking and defending. • perform dances, using simple movement patterns 	Pupils should be taught to: <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination . • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • develop flexibility, strength, technique, control and balance. • perform dances using a range of movement patterns. • take part in outdoor and adventurous activity challenges both individually and within a team. • compare their performance with previous ones and demonstrate improvement to achieve their personal best 	
Invasion games	For instance: Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams	For instance: Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games Apply basic principles of attacking and defending Develop an understanding of fair play (respect team-mates and opponents)	For instance: Develop techniques of a variety of skills to maximise team effectiveness Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) Use tactics when attacking or defending Apply rules of fair play to competitive games
Athletics	Show differences in running at speed and jogging Use different techniques to meet challenges Show control at take-off and landing Describe different ways of jumping Perform a range of throwing actions e.g. rolling, underarm, overarm	Pace and sustain their effort over longer distances Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance or height Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus	
Gymnastics	Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together	Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling	
OAA	Use simple maps and diagrams to follow a trail Begin to work co-operatively with others Plan and share ideas	Recognise that some outdoor adventurous activities can be dangerous Mark control points in correct position on map or plan Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate	