



# Bathwick P.E. Progression Document

## P.E. Vision

A Bathwick Year 6 leaver will be inspired and will have developed a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, at Bathwick, we aim to nurture confident, resilient children who will strive for their personal best. We provide children with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes.

Bathwick ensures that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.

We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being.

Physical Education – Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
<p><b>Early Learning Goals for Physical Development:</b></p> <p><i>Gross Motor Skills.</i>                      *Negotiate space and obstacles safely, with consideration for themselves and others.                      *Demonstrate strength, balance and coordination when playing.                      *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><i>Fine Motor Skills</i>                      *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.                      *Use a range of small tools, including scissors, paint brushes and cutlery.                      *Begin to show accuracy and care when drawing.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic</li> </ul>

	<ul style="list-style-type: none"><li>• participate in team games, developing simple tactics for attacking and defending</li><li>• perform dances using simple movement patterns</li></ul>	<p>principles suitable for attacking and defending</p> <ul style="list-style-type: none"><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>• perform dances using a range of movement patterns</li><li>• take part in outdoor and adventurous activity challenges both individually and within a team</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li></ul>
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The 4 'SET' skills aid the development of the whole child through P.E. (Physical, social, emotional and thinking). Below are examples of how Social, Emotional and Thinking skills are developed through our P.E. lessons.

SOCIAL SKILLS IN PE	EMOTIONAL SKILLS IN PE	THINKING SKILLS IN PE
<ul style="list-style-type: none"> <li>○ Collaboration</li> <li>○ Respect</li> <li>○ Kindness</li> <li>○ Communication</li> <li>○ Leadership</li> <li>○ Co-operation</li> <li>○ Supportive</li> </ul>	<ul style="list-style-type: none"> <li>○ Confidence</li> <li>○ Independence</li> <li>○ Determination</li> <li>○ Honesty</li> <li>○ perseverance</li> <li>○ Integrity</li> <li>○ Empathy</li> </ul>	<ul style="list-style-type: none"> <li>○ Problem solving</li> <li>○ Decision making</li> <li>○ Reflection</li> <li>○ Selecting and applying</li> <li>○ Comprehension</li> <li>○ Providing feedback</li> <li>○ Creativity</li> </ul>

## Progression Journey for Dance

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Copy basic body actions and rhythms.</p> <p>Choose and use travelling actions, shapes and balances.</p> <p>Travel in different pathways using the space around them.</p> <p>Begin to use dynamics and expression with guidance.</p> <p>Begin to count to music.</p>	<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner.</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music.</p>	<p>Copy, remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrase individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use count accurately when choreographing to perform in time with other and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship, and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

## Progression Journey for F.M.S

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.		Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Begin to link running and jumping movements with some control.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Jump, leap and hop and choosing which allows them to jump the furthest.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their		Begin to co-ordinate their body at speed in response to a task.		

		body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.		Can co-ordinate a range of body parts at increased speed.	smoothly between varying speeds.  Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.
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## Progression Journey for Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot pressure.	Receive a ball using different parts of the foot under pressure	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.		
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction	Change direction with increasing			
Move around showing limited awareness of others.						



<p>Make simple decisions in response to a situation.</p>	<p>Recognise space in relation to others.</p> <p>Begin to use simple tactics with guidance.</p>	<p>with balance and control.</p> <p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>with increasing control.</p> <p>Strike a ball using wider range of skills. Applies these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use in different situations.</p>	<p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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## Progression Journey for Body Management

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Create shapes showing basic level of stillness using different parts of their bodies.</p> <p>Begin to take weight on different body parts.</p> <p>Show shapes and actions that stretch their bodies.</p> <p>Copy and link simple actions together.</p>	<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills</p>

## Progression Journey for Swimming

Beginners	Developers	Intermediate
<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortable demonstrate sculling head first, feet first and treading water.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>Select and apply the appropriate survival technique to the situation.</p>

## Progression Journey for S.E.T Skills

S.E.T Skills	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<b>Social</b>	<p>Take turns.</p> <p>Learn to share equipment with others.</p> <p>Share their ideas with others.</p>	<p>Encourage others to keep trying.</p> <p>Talk to a partner about their ideas and take turns to listen to each other.</p> <p>Work with a partner and small group to play games and solve challenges.</p>	<p>Encourage and motivate others to work to their personal best.</p> <p>Work with others to achieve a shared goal.</p> <p>Work with others to self-manage games.</p>	<p>Share ideas with others and work together to decide on the best approach to a task.</p> <p>Lead others and show consideration of including all within a group.</p> <p>Communicate with others clearly and effectively.</p>
<b>Emotional</b>	<p>Try again if they do not succeed.</p> <p>Practice skills independently.</p> <p>Confident to try new tasks and challenges.</p>	<p>Show determination to continue working over a longer period of time.</p> <p>Determined to complete the challenges and tasks set.</p> <p>Explore skills independently before asking for help.</p> <p>Confident to share ideas, contribute to class discussion and perform in front of others.</p>	<p>Persevere when finding a challenge difficult.</p> <p>Understand what their best looks like and they work hard to achieve it.</p> <p>Begin to use rules showing awareness of fairness and honesty.</p> <p>Show an awareness of how other people feel.</p>	<p>Understand what maximum effort looks and feels like and show determination to achieve it.</p> <p>Use different strategies to persevere to achieve personal best.</p> <p>Compete within the rules showing fair play an honesty when playing independently.</p> <p>Confident to attempt tasks and challenges outside of their comfort zone.</p>
<b>Thinking</b>	<p>Begin to identify personal success.</p> <p>Choose own movements and actions in response to simple tasks e.g., choosing to travel by skipping.</p> <p>Begin to provide simple feedback saying what they liked, or thought was good about someone else's performance.</p>	<p>Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.</p> <p>Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.</p> <p>Provide feedback beginning to use key words from the lesson.</p>	<p>Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.</p> <p>Select and apply from a wider range of skills and actions in response to a task.</p> <p>Provide feedback using key terminology.</p>	<p>Reflect and evaluate their performance both as a group and as an individual and suggest areas for improvements.</p> <p>Recognise and explain their thought process when playing games or completing tasks. E.g. I moved here because my teammate was over there.</p> <p>Identify their own and others' strengths and areas for development providing</p>

				<p>sensitive feedback and can suggest ways to improve.</p> <p>Select and apply appropriate skills for the situation when under pressure.</p>
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