



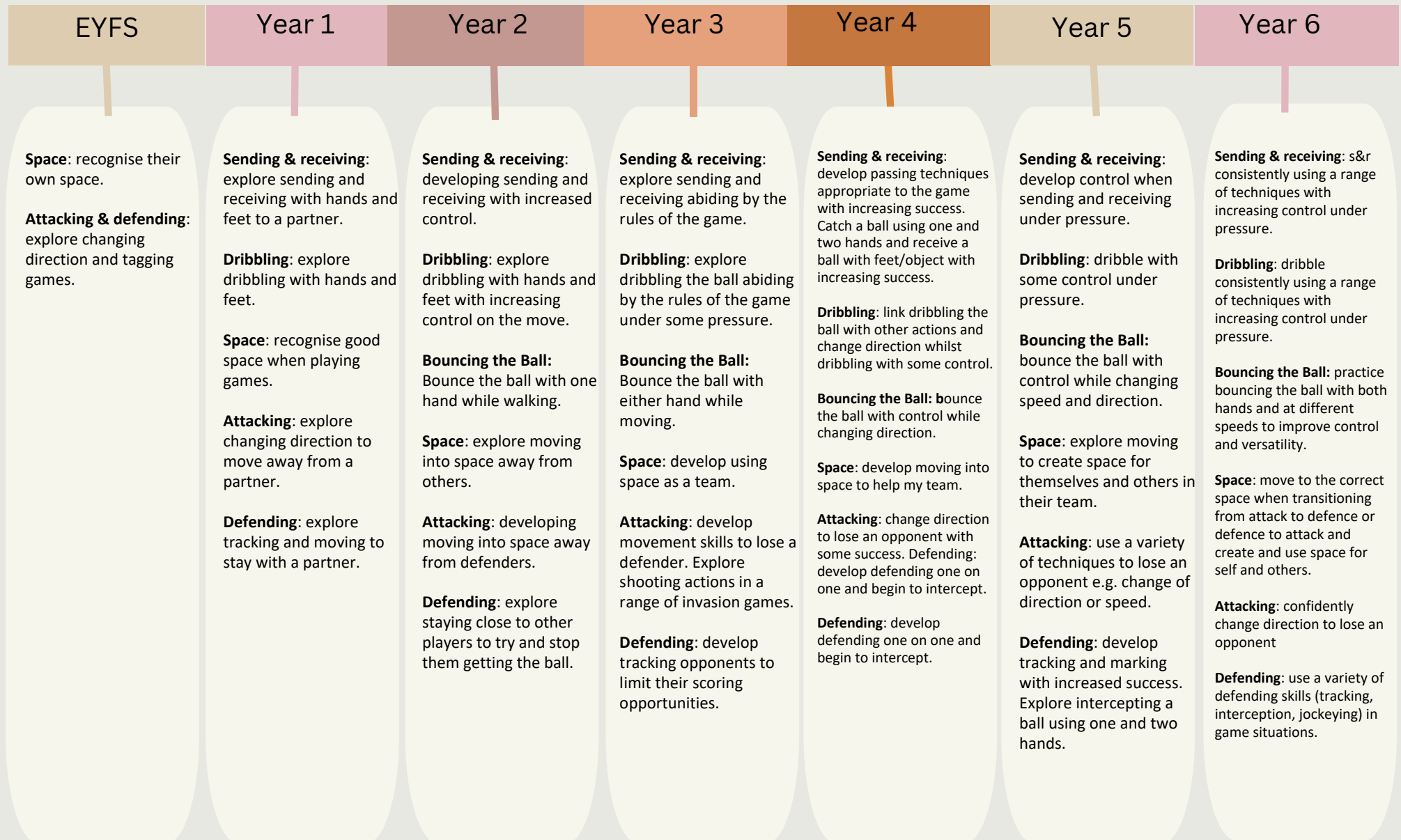
West View's PE Progression

(Substantive and Disciplinary)

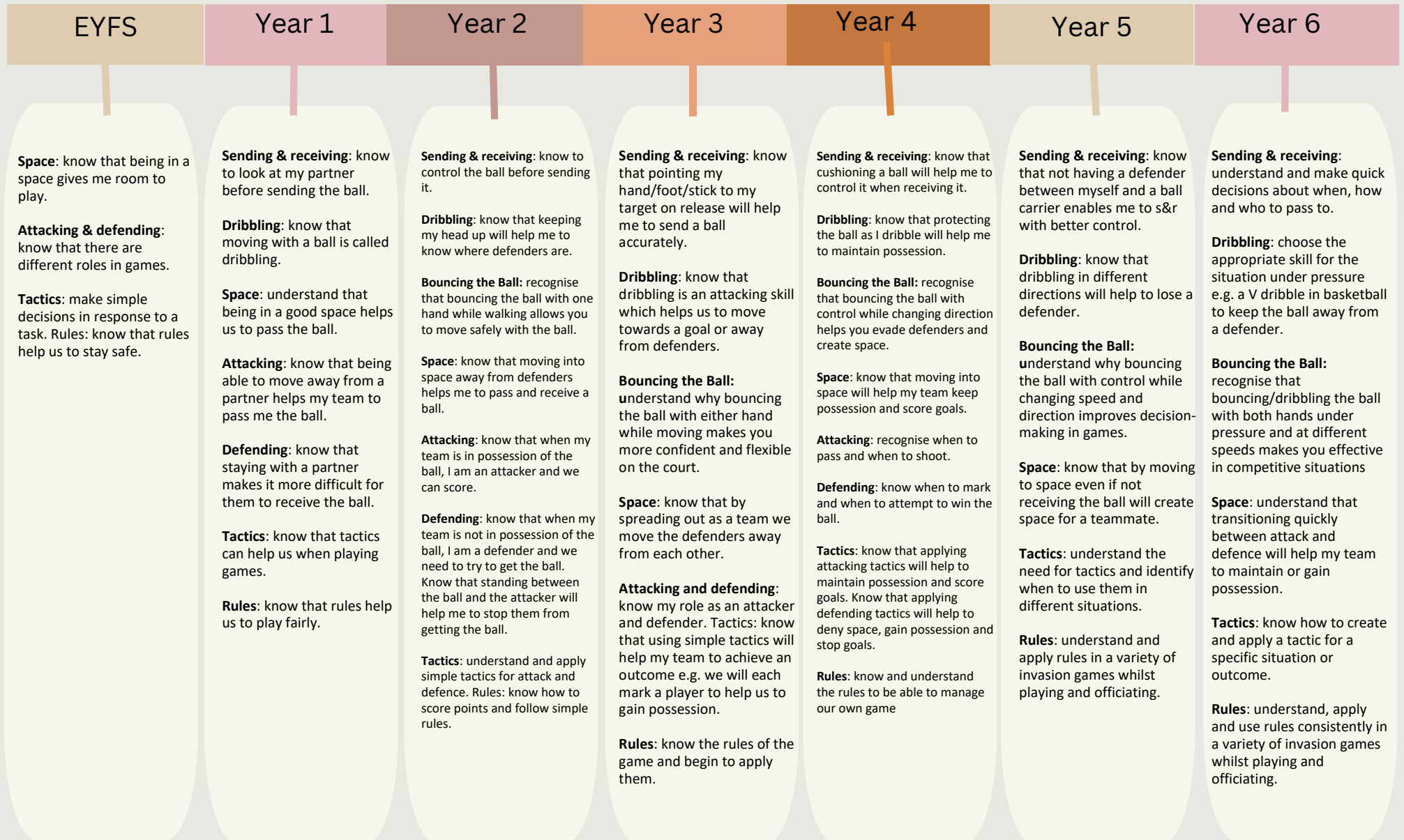


Basketball

Progression of PE Skills (Substantive)– Basketball Games(Physical Me)



Progression of PE Knowledge (Disciplinary) – Basketball Games



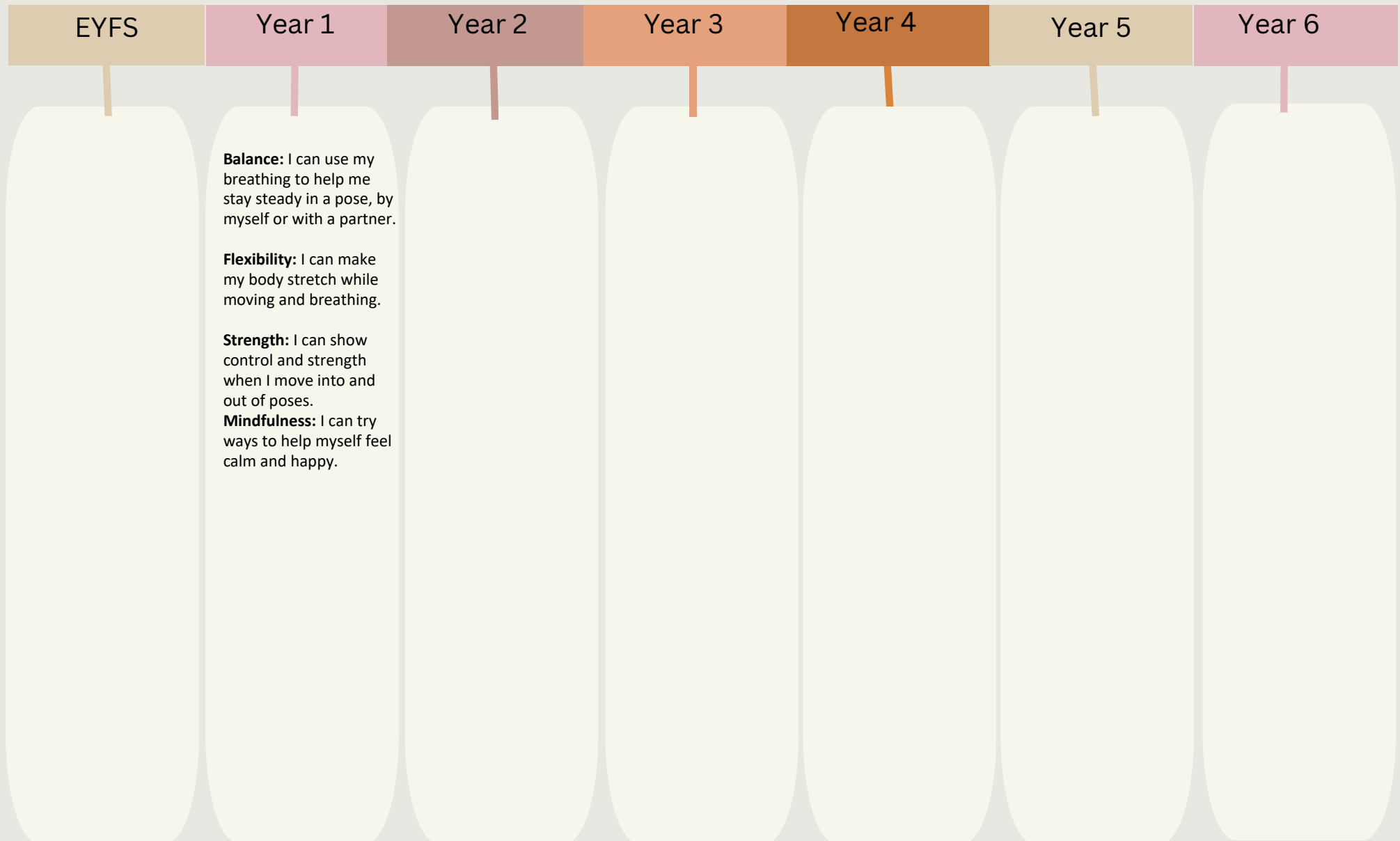
Progression of Multi-Ability Approach– Basketball Games

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
(Thinking Me) Complete a task by using the space and equipment safely (Thinking Me) Follow simple instructions and targets (Social Me) Play with others without getting upset or angry (Social Me) Work sensibly with others, taking turns and sharing equipment (Healthy Me) Know exercise is good for our body	(Thinking Me) Complete a task or challenge with a little understanding of how to stay safe (Thinking Me) Set simple targets and recognise success (Social Me) Play with others without getting upset or angry (Social Me) Work sensibly with others, taking turns and sharing equipment (Healthy Me) Know the body changes when we exercise (Healthy Me) Know exercise is good for our health	(Thinking Me) Complete a task or challenge safely by negotiating space (Thinking Me) Set simple targets, recognise and evaluate success (Social Me) Play with others without getting upset or angry (Social Me) Work sensibly with others, taking turns and sharing equipment (Healthy Me) Explain some basic physical changes to the body changes when we exercise (Healthy Me) Know exercise is good for our health	(Thinking Me) Begin to use principles of attacking - running forward in order to invade an area or score (Thinking Me) Use principles of defending including preventing the opposition from invading by denying space and tagging or tackling (Social Me) Follow rules and promote fair play during competitive activities (Social Me) Communicate well with others (Healthy Me) Identify how duration and frequency of exercise can improve health (Healthy Me) Describe the short and long term effects of exercise	(Thinking Me) Use principles of attacking - running forward by negotiating the space in order to invade an area or score (Thinking Me) Use principles of defending including preventing the opposition from invading by denying space with an increased tactical awareness and tagging or tackling (Social Me) Follow rules and promote fair play during competitive activities (Social Me) Communicate well with others during competitive situations (Healthy Me) Explain how often and how long we should exercise to improve health (Healthy Me) Describe the short and long term effects of exercise and explain how the short and long term effects can change as a person gets fitter	(Thinking Me) Use principles of attack including running forward in order to invade an area or score & supporting the ball carrier (Thinking Me) Use principles of defending including preventing the opposition from invading by denying space and tagging or tackling & applying pressure by moving forward and making consecutive tackles (Social Me) Follow rules and promote fair play during competitive activities (Social Me) Lead activities and motivate others to try their best (Healthy Me) Be physically active for sustained periods of time (Healthy Me) Know how to improve specific types of fitness	(Thinking Me) Use principles of attack including running forward in order to invade an area or score & supporting the ball carrier with an increasing tactical awareness (Thinking Me) Use principles of defending including preventing the opposition from invading by denying space and tagging or tackling & applying pressure by moving forward and making consecutive tackles (Social Me) Lead own competitive games by following rules and promoting fair play (Social Me) Be able to suggest ways to refine technique amongst peers and be able to demonstrate model technique for others to learn from (Healthy Me) Be physically active for sustained periods of time (Healthy Me) Know how to improve specific types of fitness explaining how specific activities promote different types of health and fitness

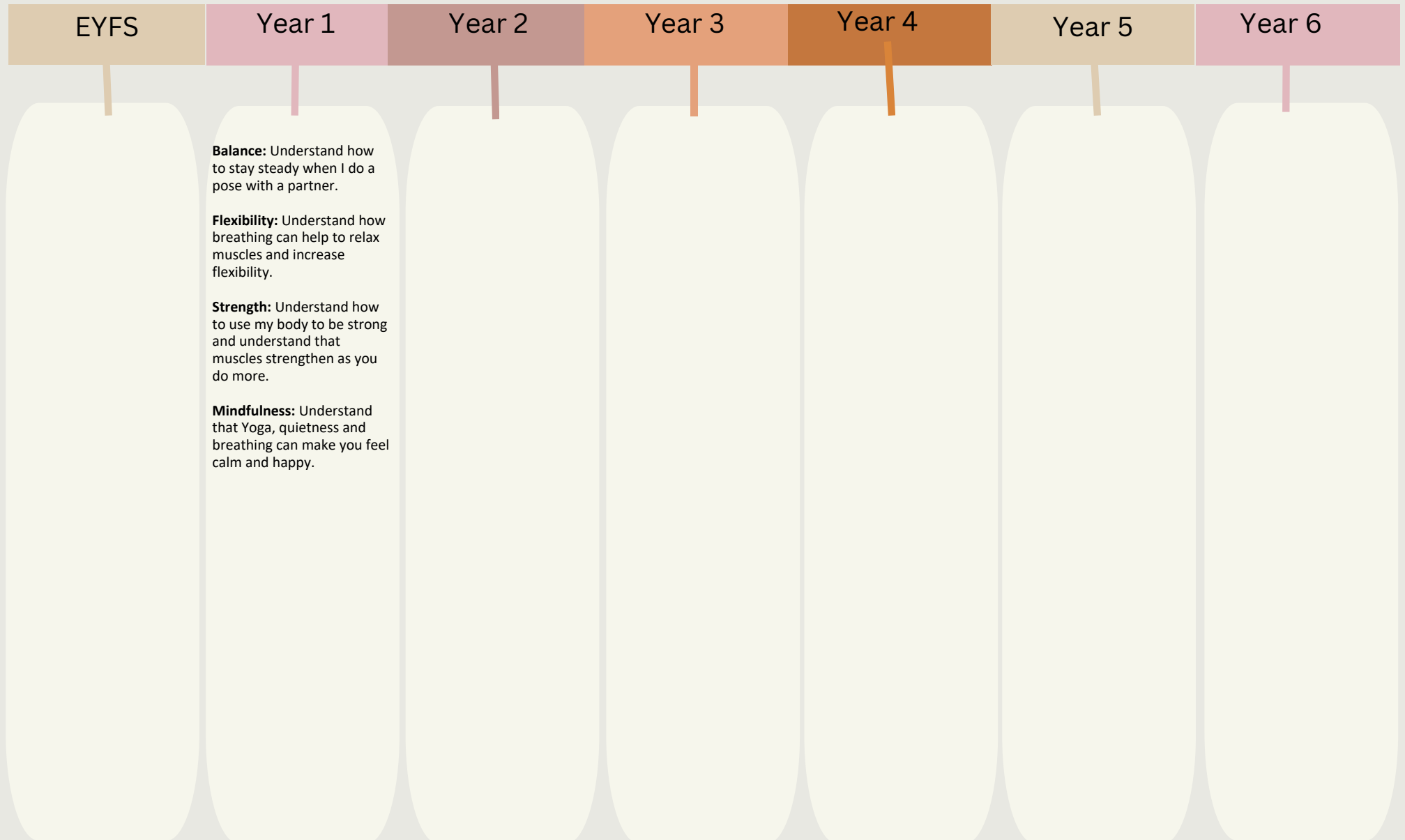


Yoga

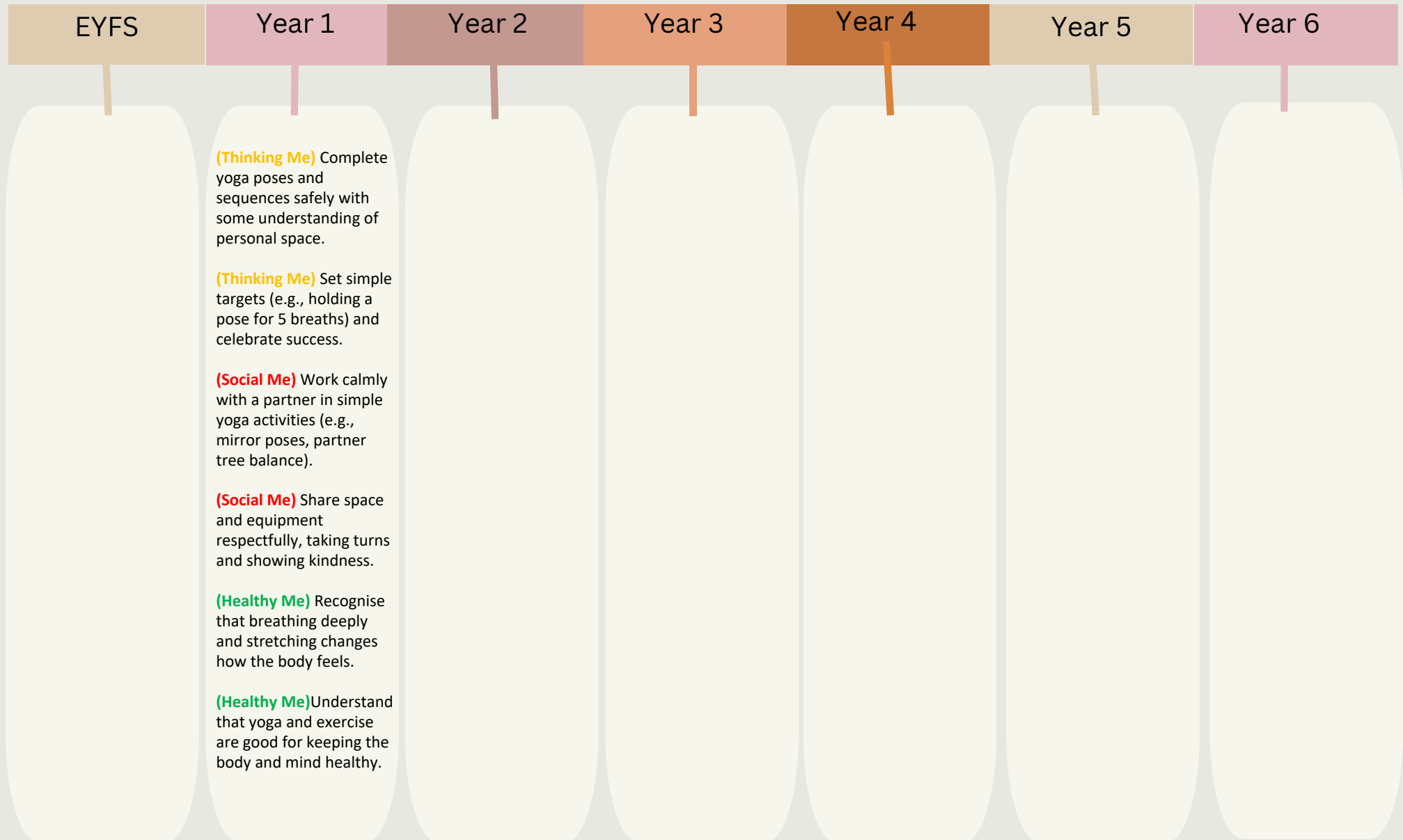
Progression of PE Skills (Substantive)– Yoga (Physical Me)



Progression of PE Knowledge (Disciplinary) – Yoga



Progression of Multi-Ability Approach– Yoga



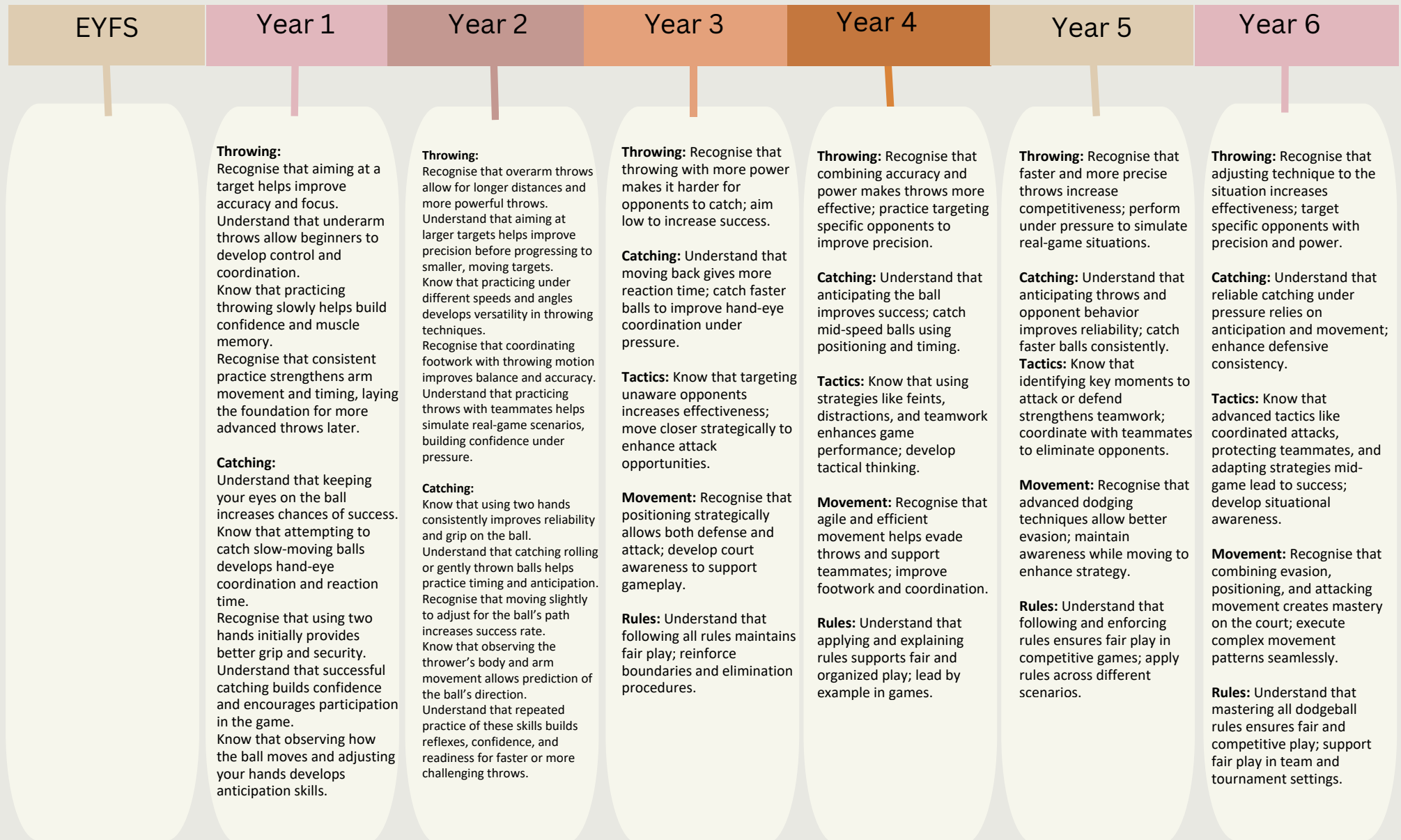


Target Games- *Dodgeball*

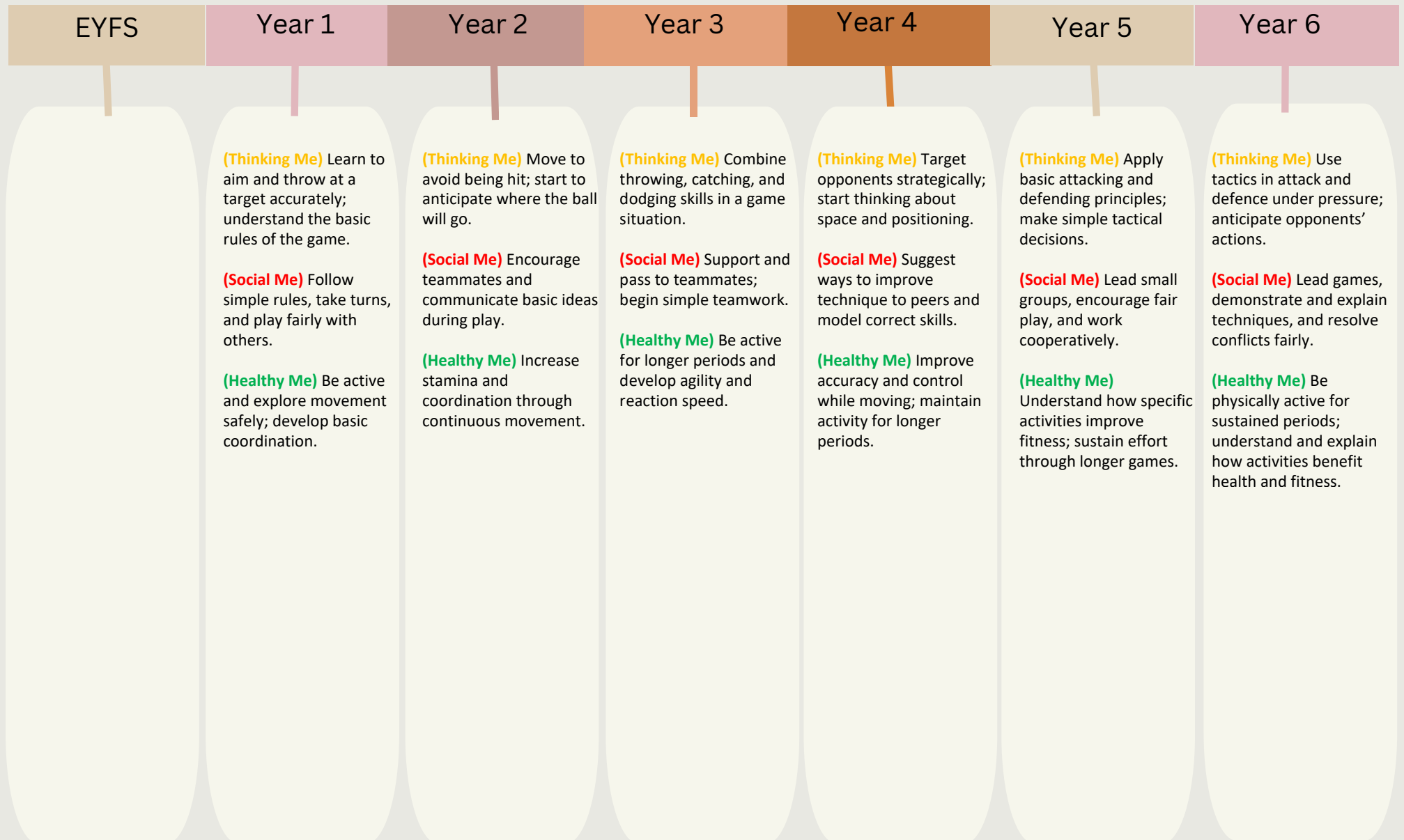
Progression of PE Skills (Substantive)– Dodgeball Games (Physical Me)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Throwing: Begin to aim at a target. Focus on underarm throws for control. Practice throwing over short distances. Learn to release the ball smoothly. Catching: Attempt to catch slow-moving balls. Keep eyes on the ball at all times. Use both hands when possible. Learn to move slightly to meet the ball.	Throwing: Introduce overarm throws with guidance. Begin aiming at larger moving targets. Practice throwing with more power while keeping control. Learn to step forward when throwing to add distance. Catching: Catch rolling, gently thrown, or slow-moving airborne balls. Practice using two hands consistently. Move slightly to intercept the ball rather than waiting for it. Begin anticipating where the ball will go.	Throwing: Increase power in throws; start aiming low to make catching harder. Catching: Move back in the court to give more time to catch; practice catching faster balls. Tactics: Target opponents who aren't looking or move closer to the front to increase chances of a successful throw. Movement: Move strategically around the court; start positioning yourself for defense and attacking opportunities. Rules: Follow all dodgeball rules, including boundaries and elimination.	Throwing: Develop accuracy and power simultaneously; practice aiming at specific opponents. Catching: Catch mid-speed balls; use positioning and anticipation to improve success. Tactics: Use strategies like distracting, feinting, or positioning teammates. Movement: Improve agility and footwork; move efficiently to support teammates and evade throws. Rules: Apply rules during competitive games and explain them to others.	Throwing: Throws are faster and more precise; can throw under pressure. Catching: Consistently catch faster balls; anticipate opponents' throws. Tactics: Identify key moments to attack or defend; use teamwork to eliminate opponents. Movement: Use advanced dodging techniques (jumping, quick directional changes); maintain court awareness while moving. Rules: Consistently follow and enforce rules in various game scenarios.	Throwing: Powerful and accurate throws targeting specific opponents; adjust technique depending on the situation. Catching: Reliable catching even under high pressure; use movement and anticipation effectively. Tactics: Advanced tactics: coordinate attacks, protect teammates, and adapt strategies mid-game. Movement: Master complex movement patterns; combine evasion, positioning, and attacking movement seamlessly. Rules: Master all dodgeball rules; apply them in competitive matches and support fair play.

Progression of PE Knowledge (Disciplinary) – Dodgeball



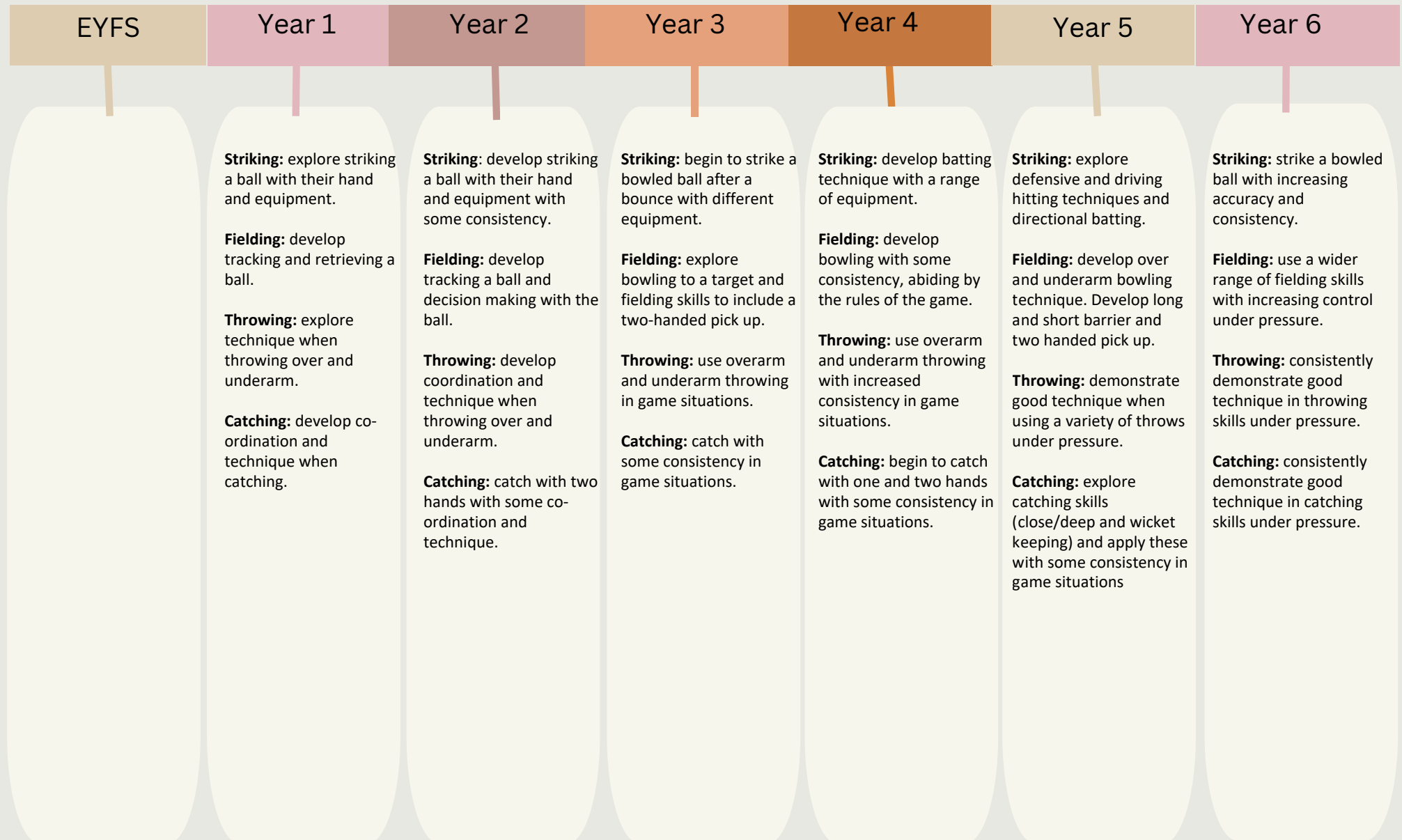
Progression of Multi-Ability Approach– Dodgeball





Cricket

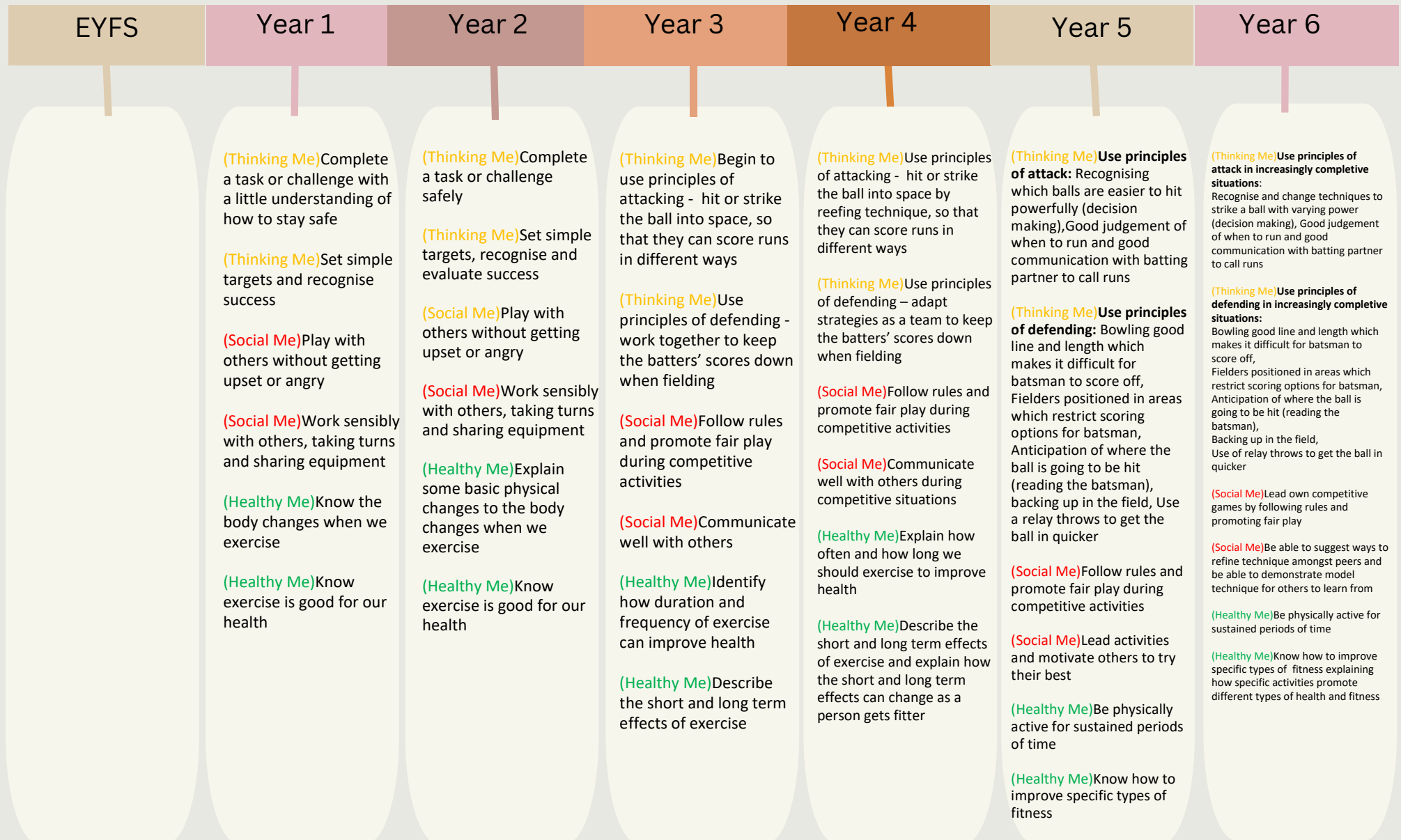
Progression of PE Skills (Substantive)– Cricket (Physical Me)



Progression of PE Knowledge (Disciplinary) – Cricket

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly	Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.	Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them.	Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.	Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is. Catching: understand when to use a close catch technique or deep catch technique. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.	Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.

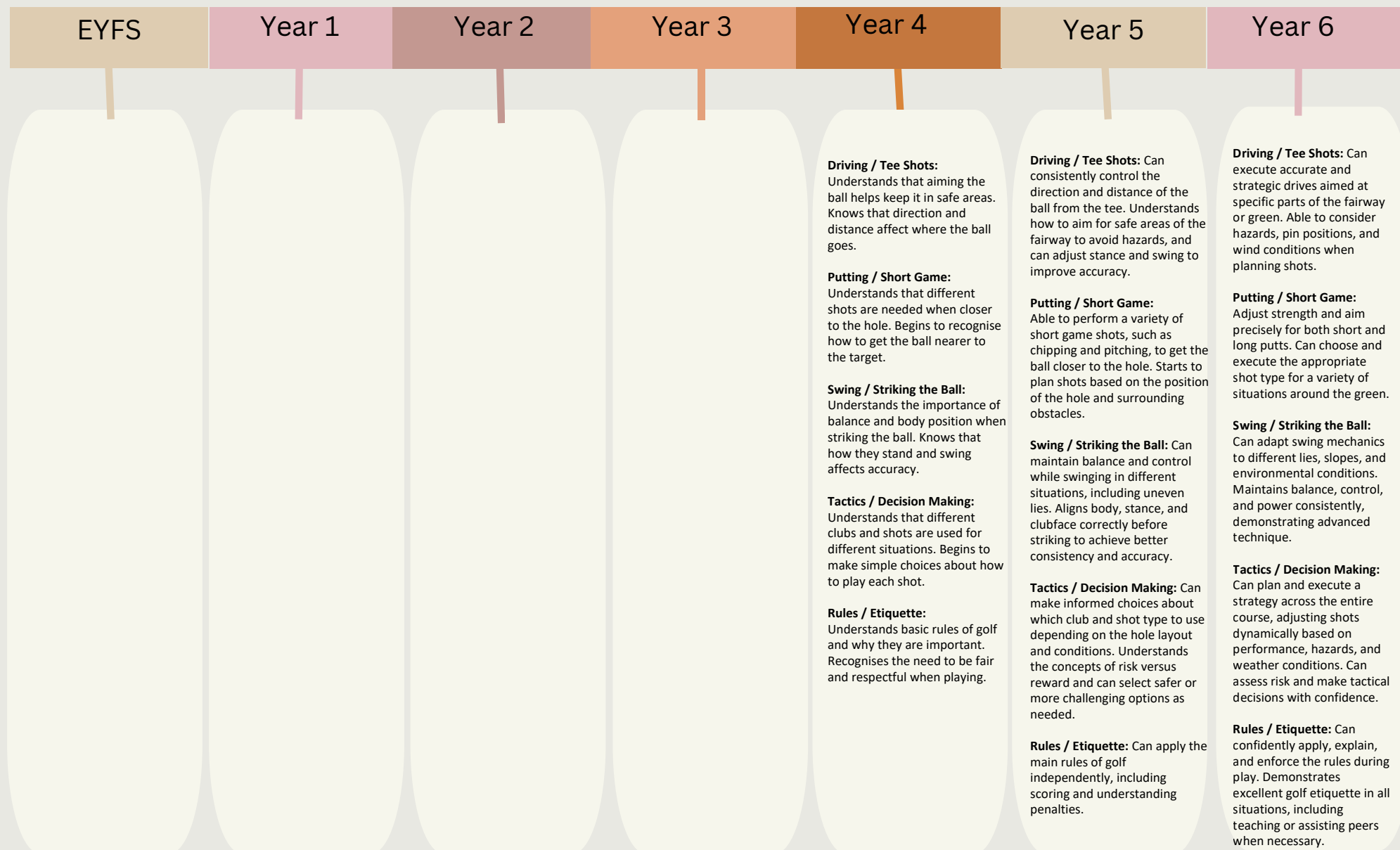
Progression of Multi-Ability Approach– Cricket



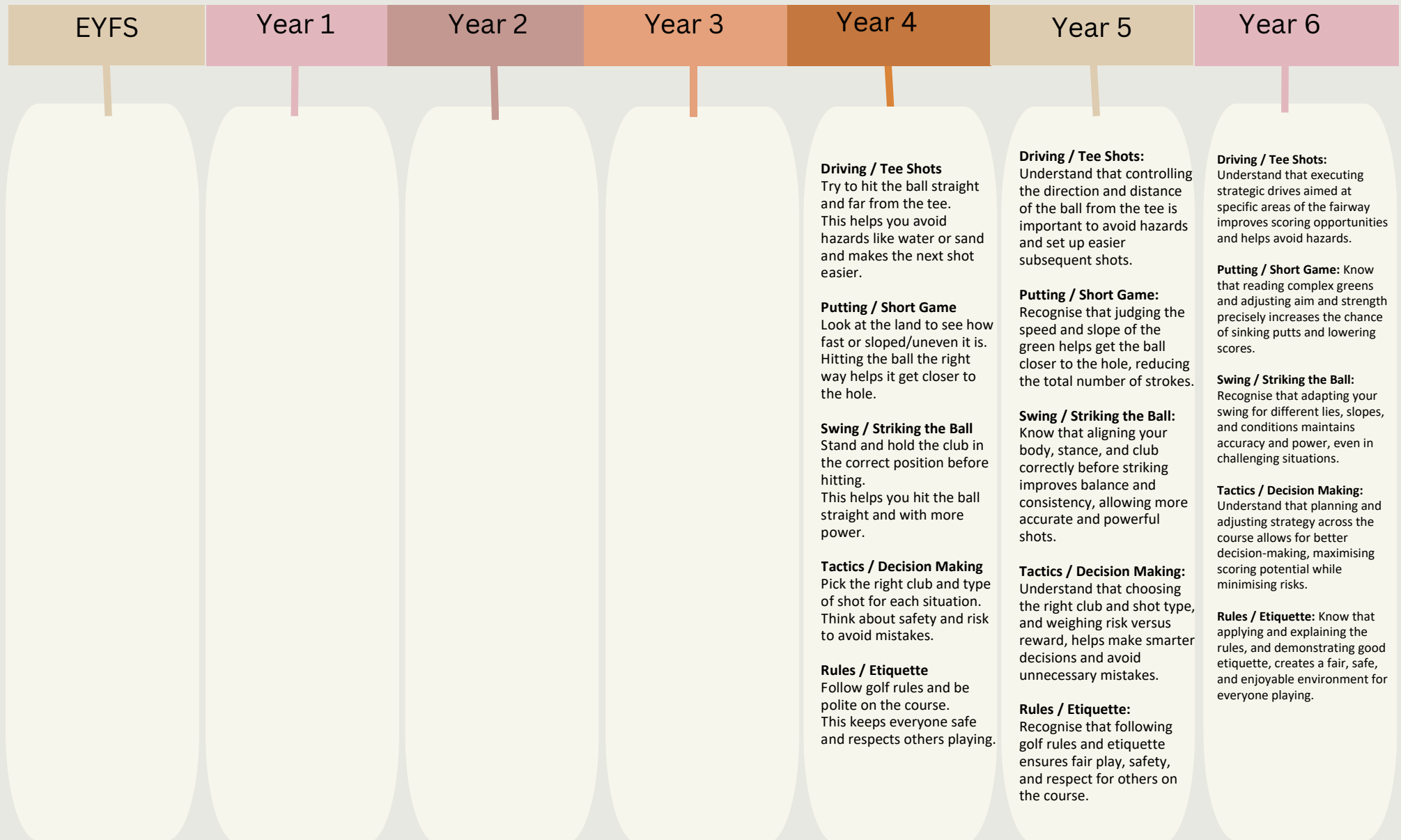


Golf

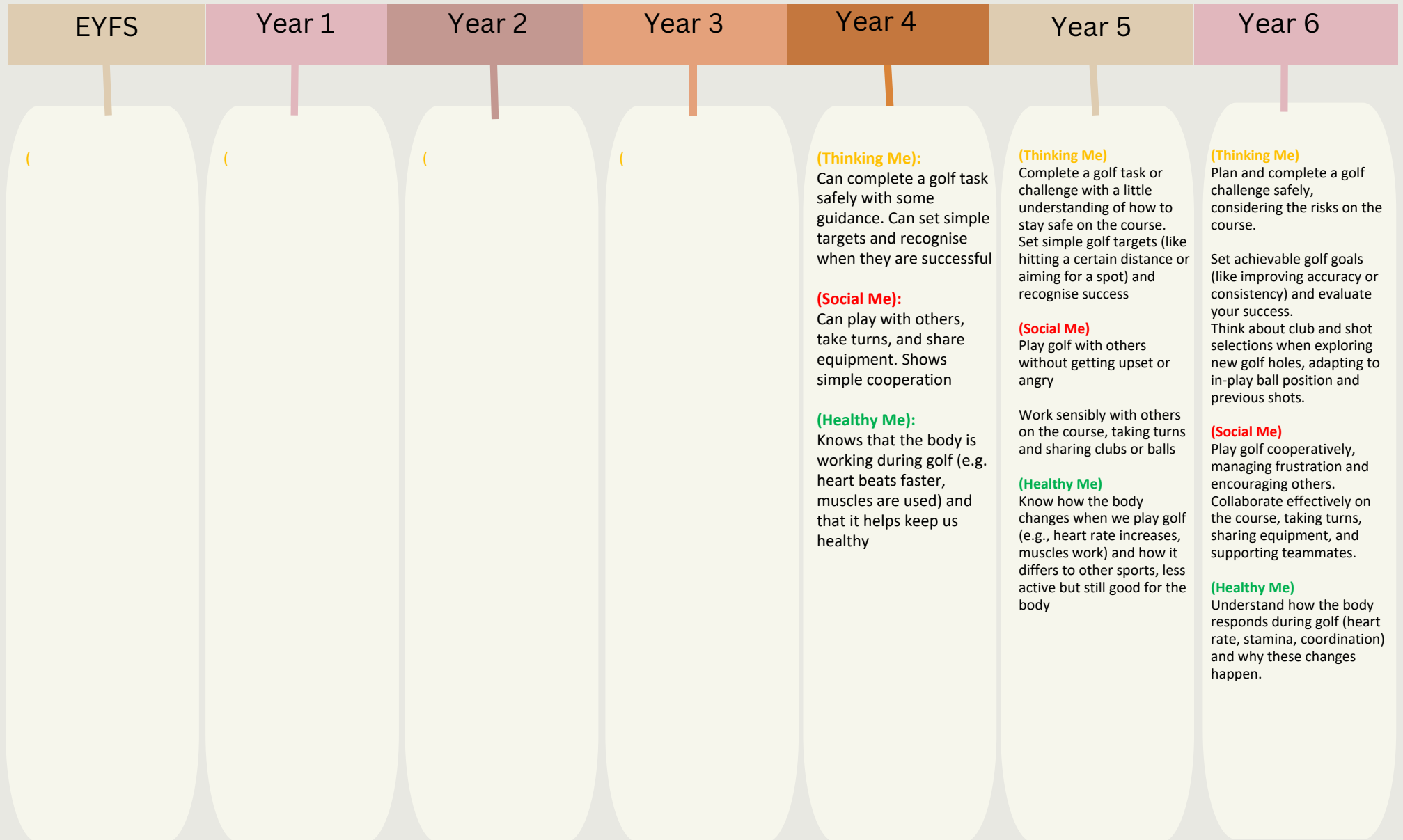
Progression of PE Skills (Substantive)– Golf (Physical Me)



Progression of PE Knowledge (Disciplinary) – Golf



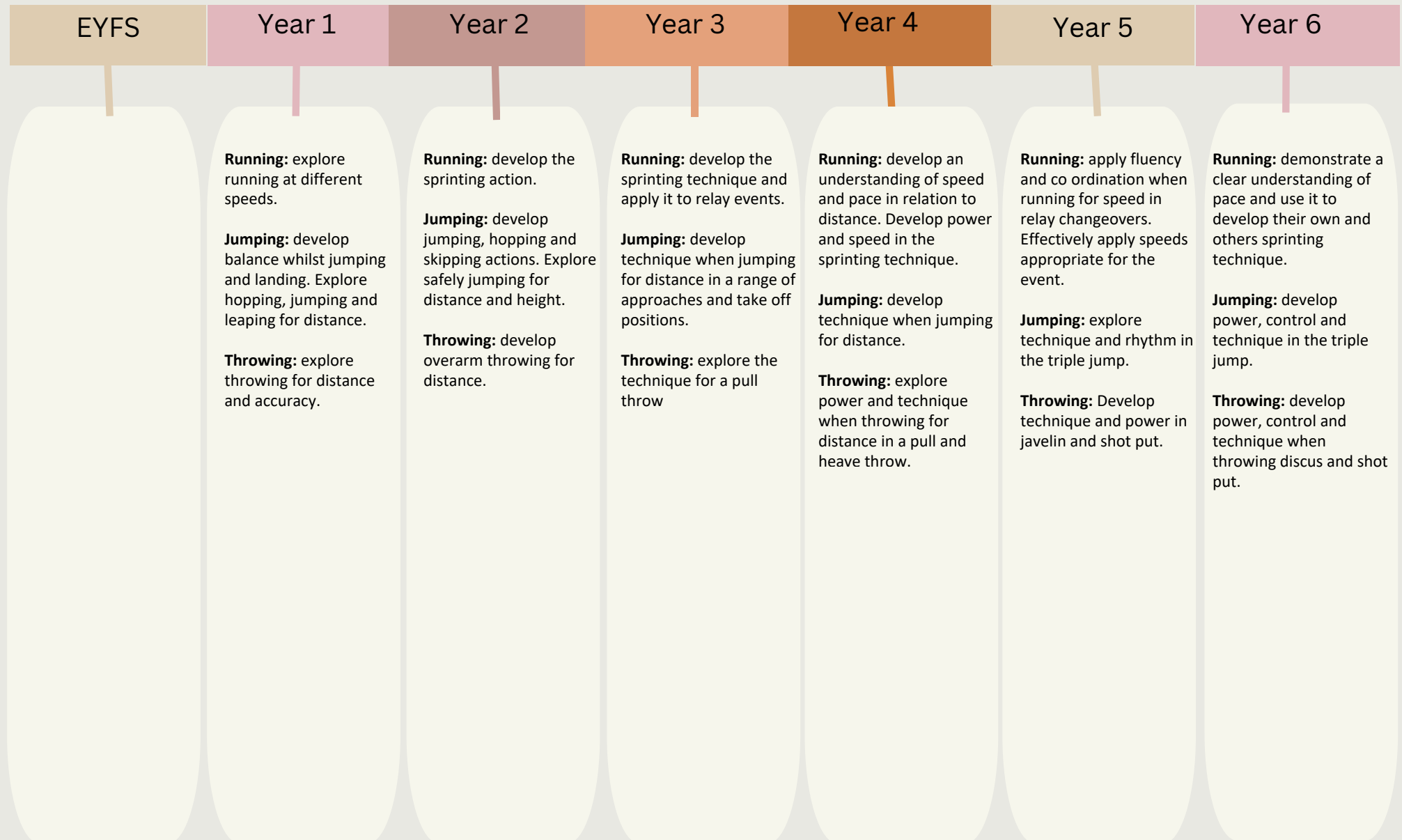
Progression of Multi-Ability Approach– Golf



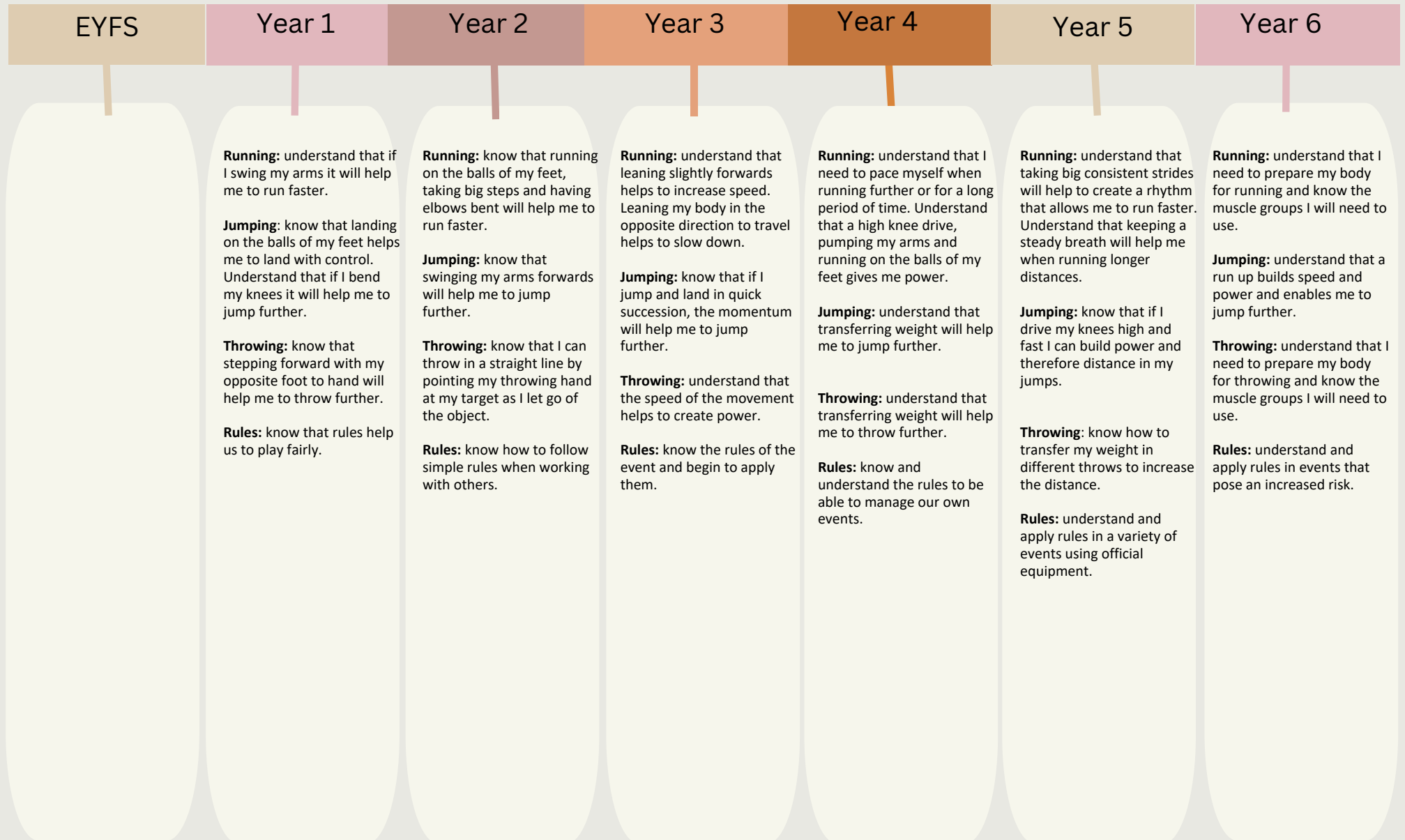


Athletics

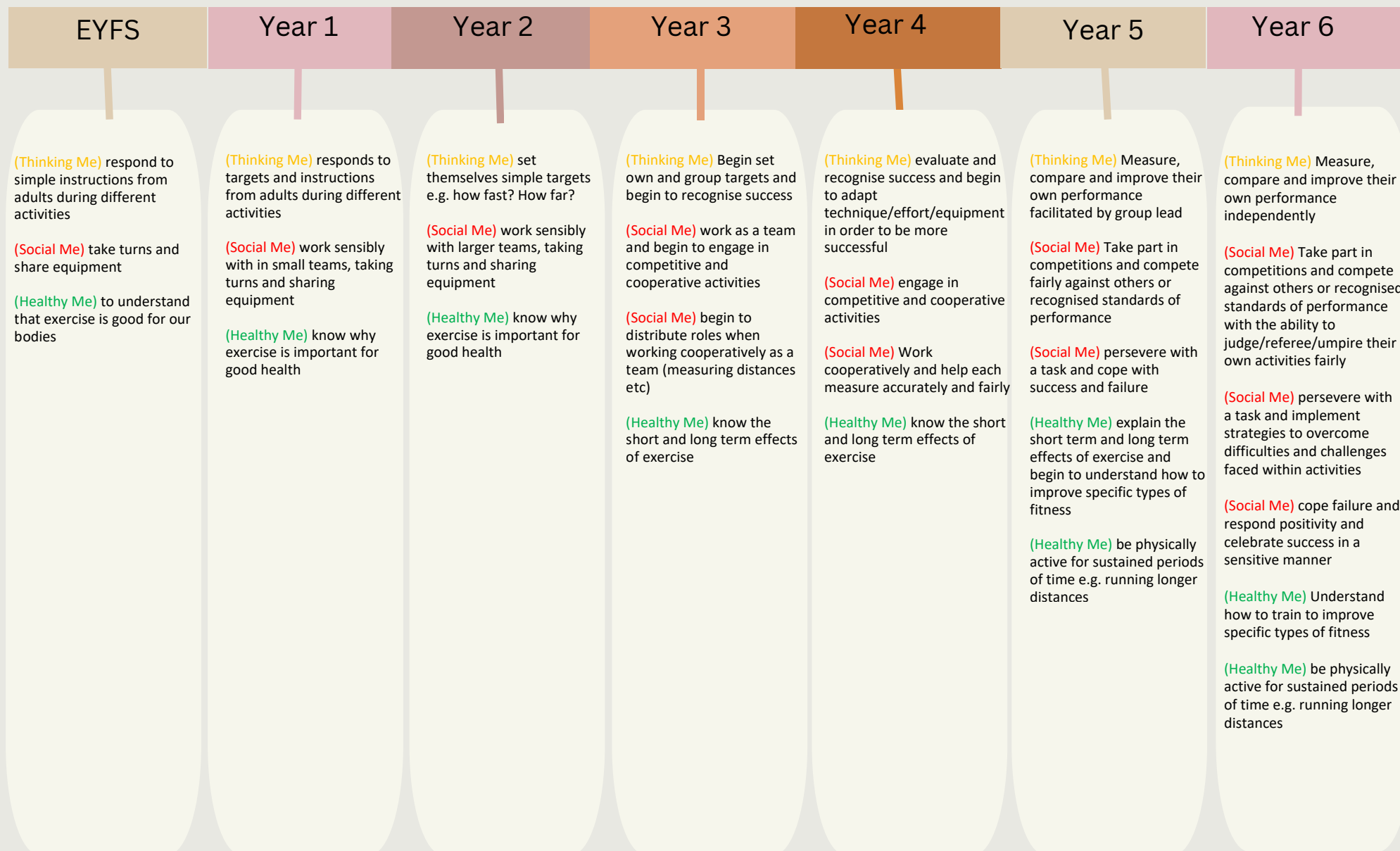
Progression of PE Skills (Substantive)– Athletics (Physical Me)



Progression of PE Knowledge (Disciplinary) – Athletics



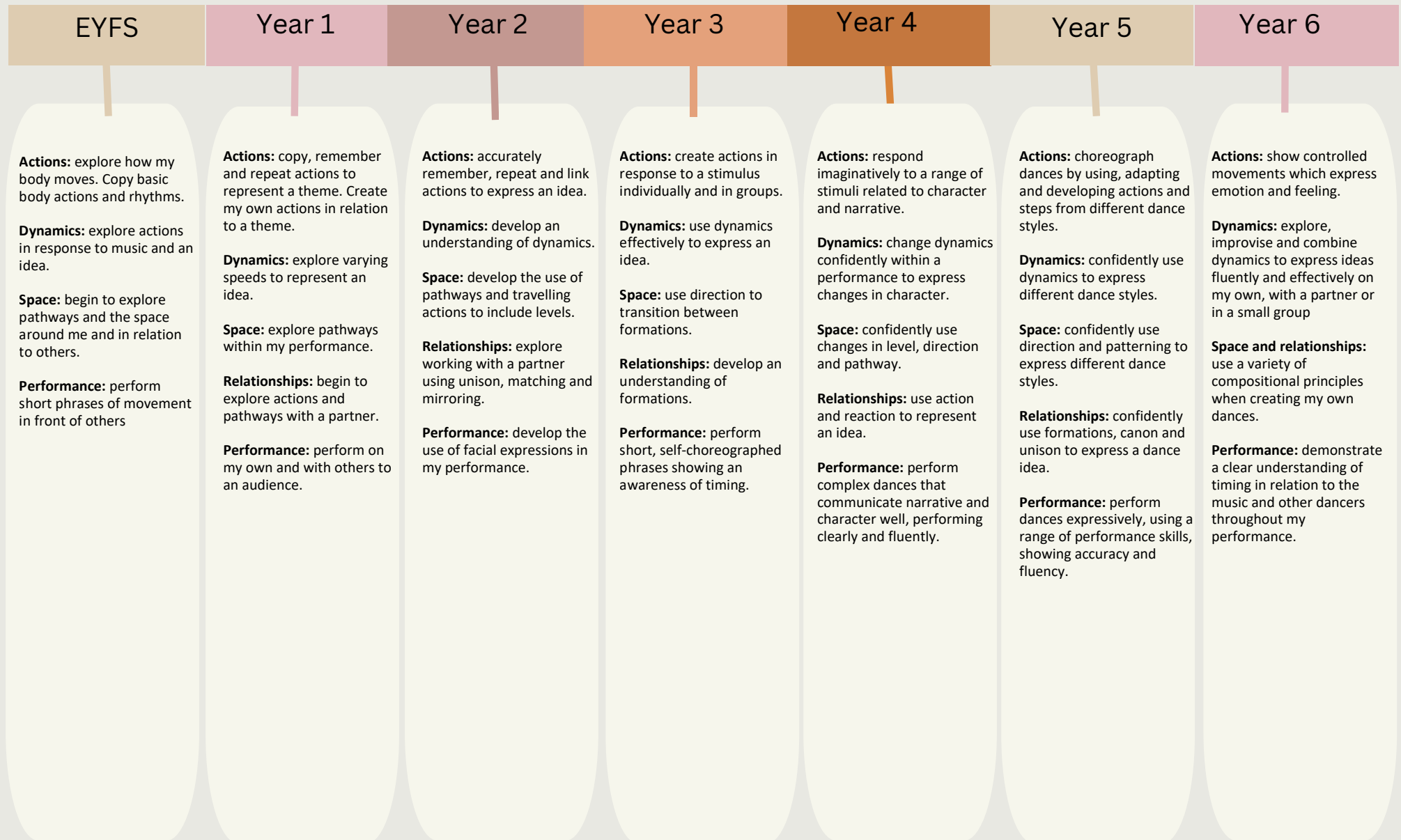
Progression of Multi-Ability Approach– Athletics



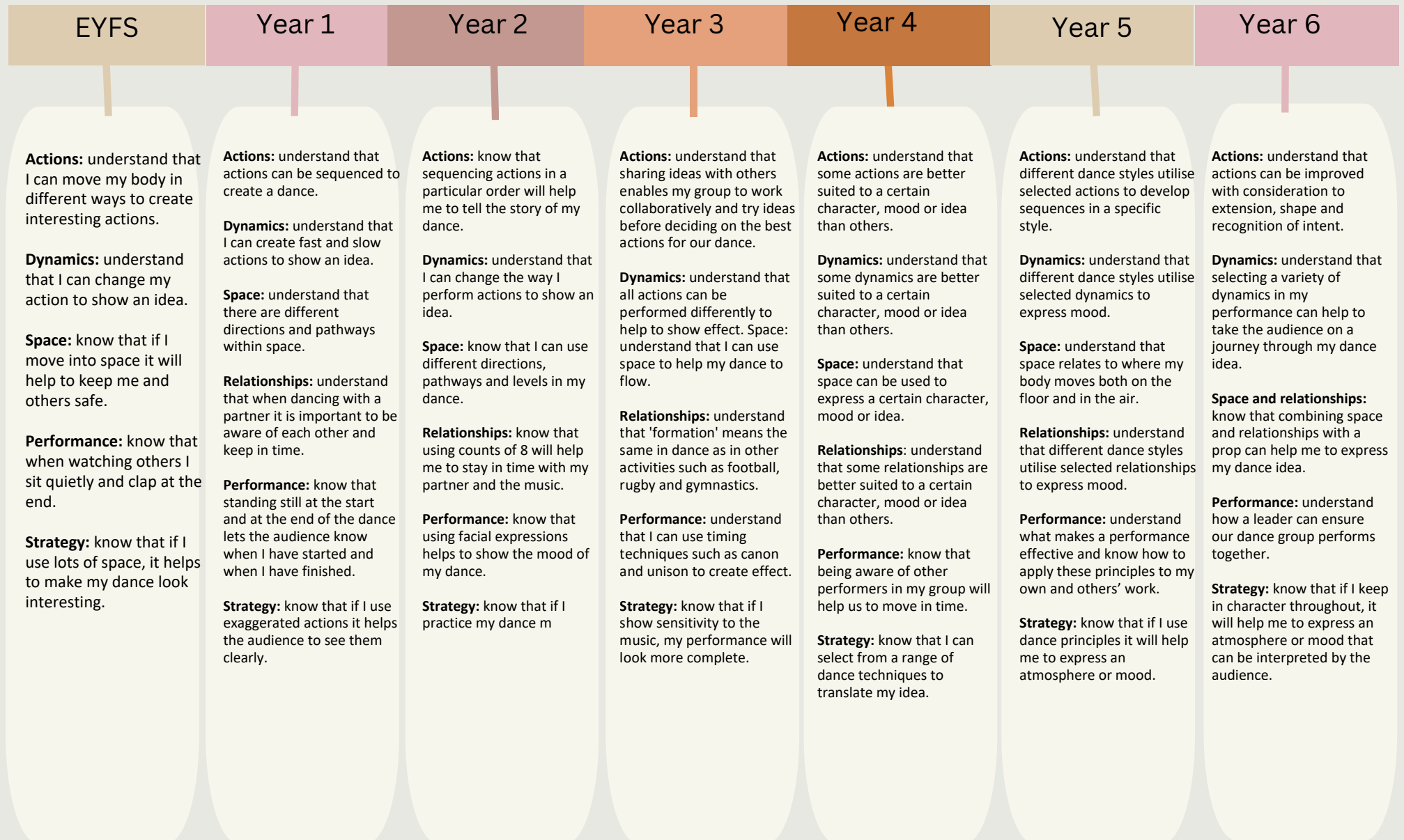


Dance

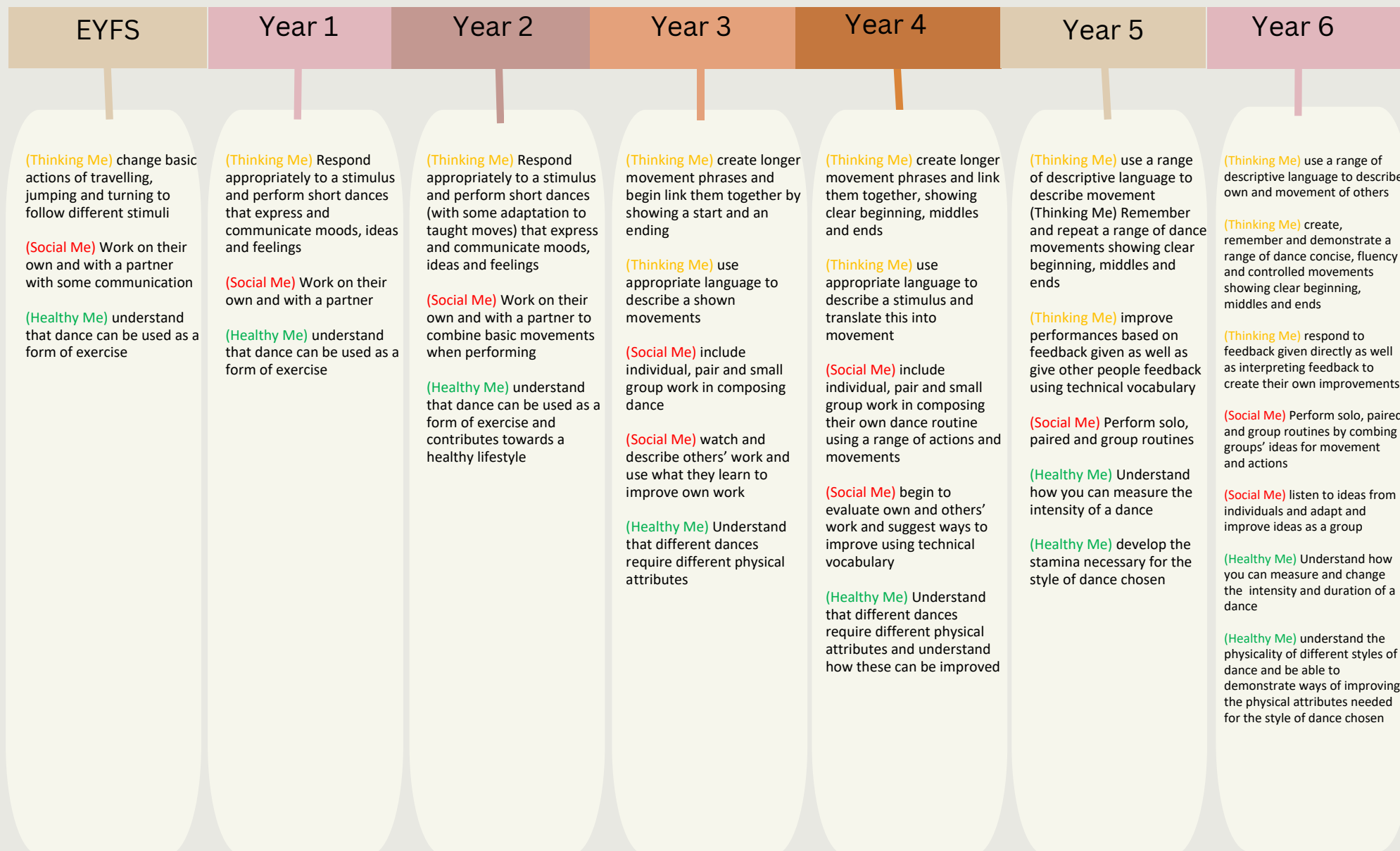
Progression of PE Skills (Substantive)– Dance (Physical Me)



Progression of PE Knowledge (Disciplinary) – Dance



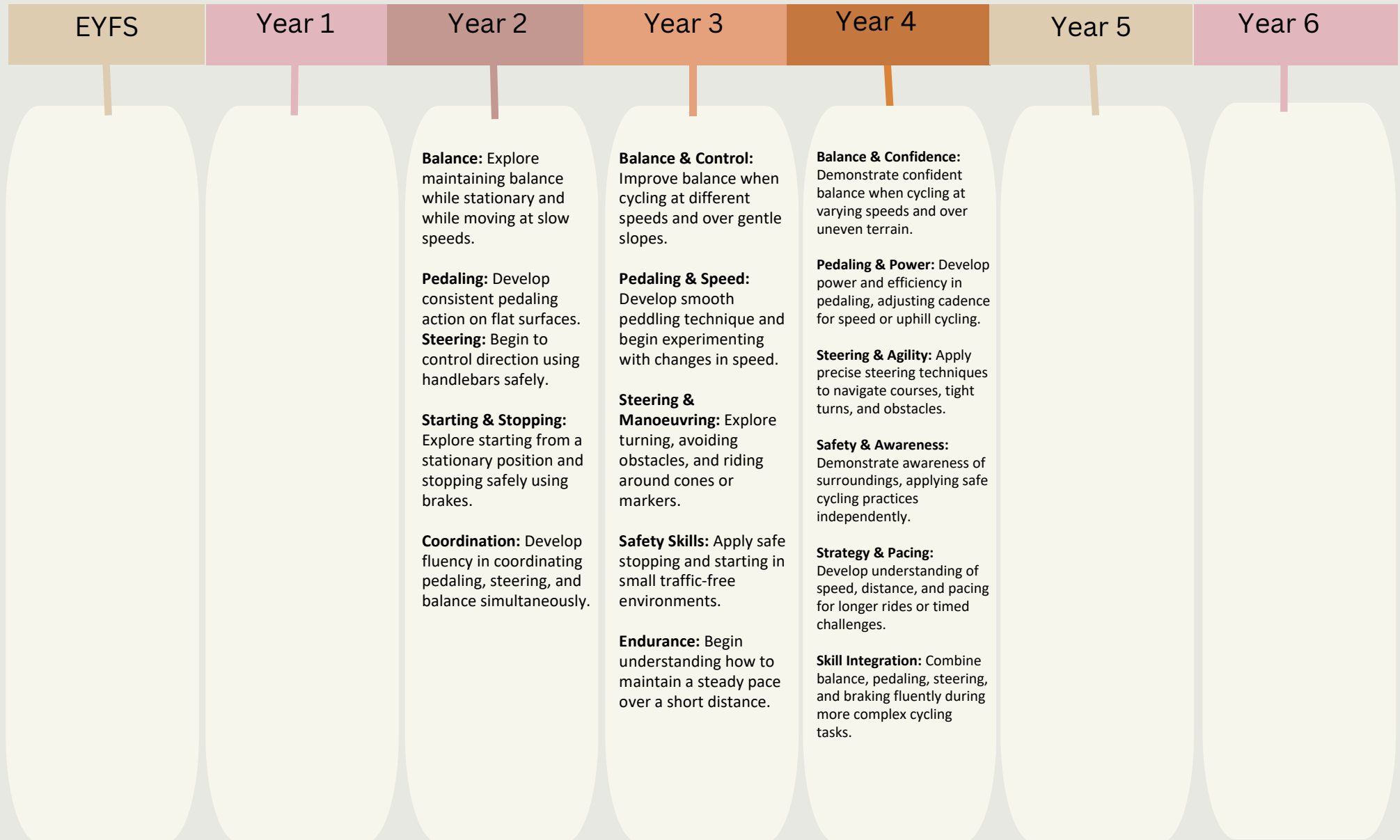
Progression of Multi-Ability Approach– Dance



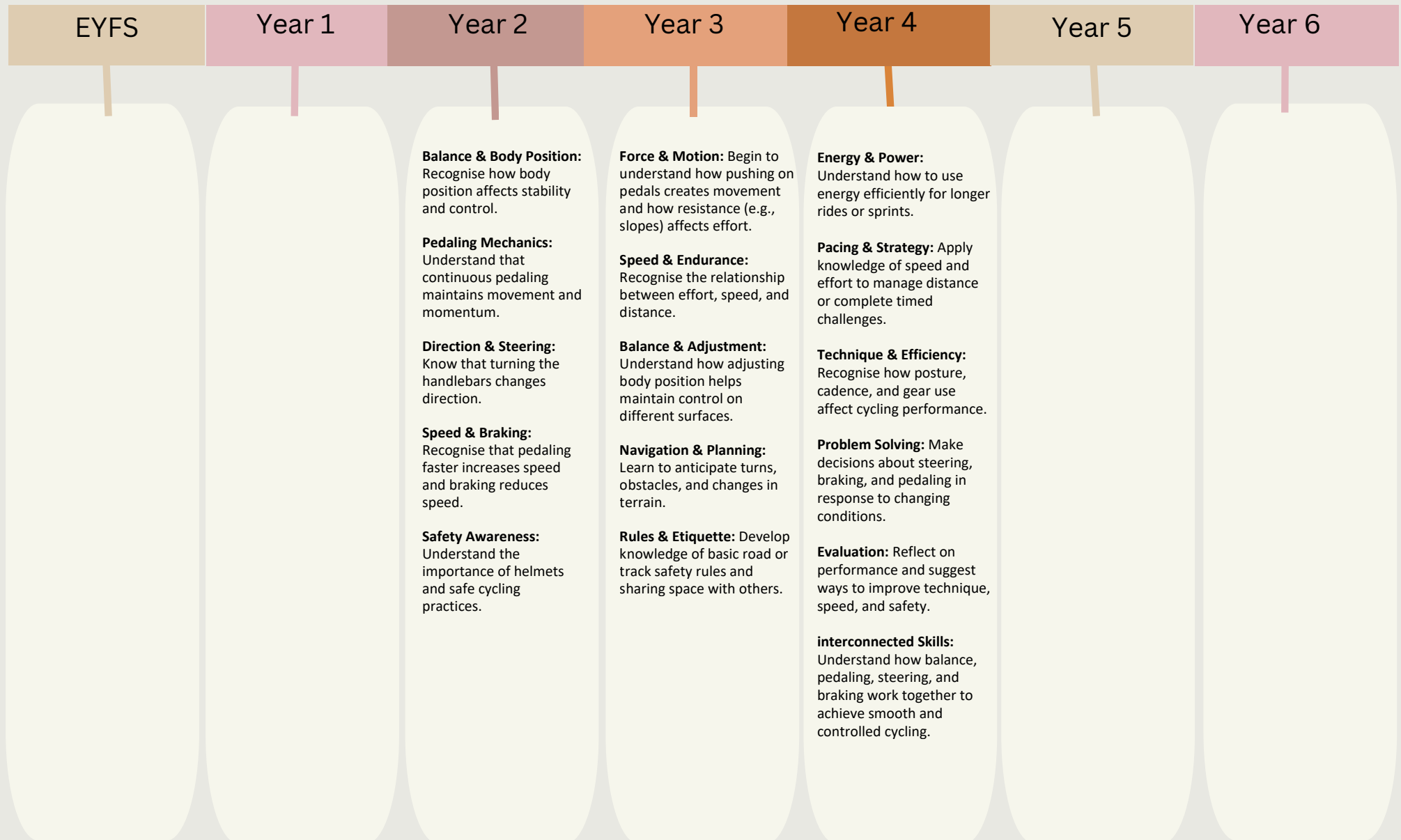


Cycling

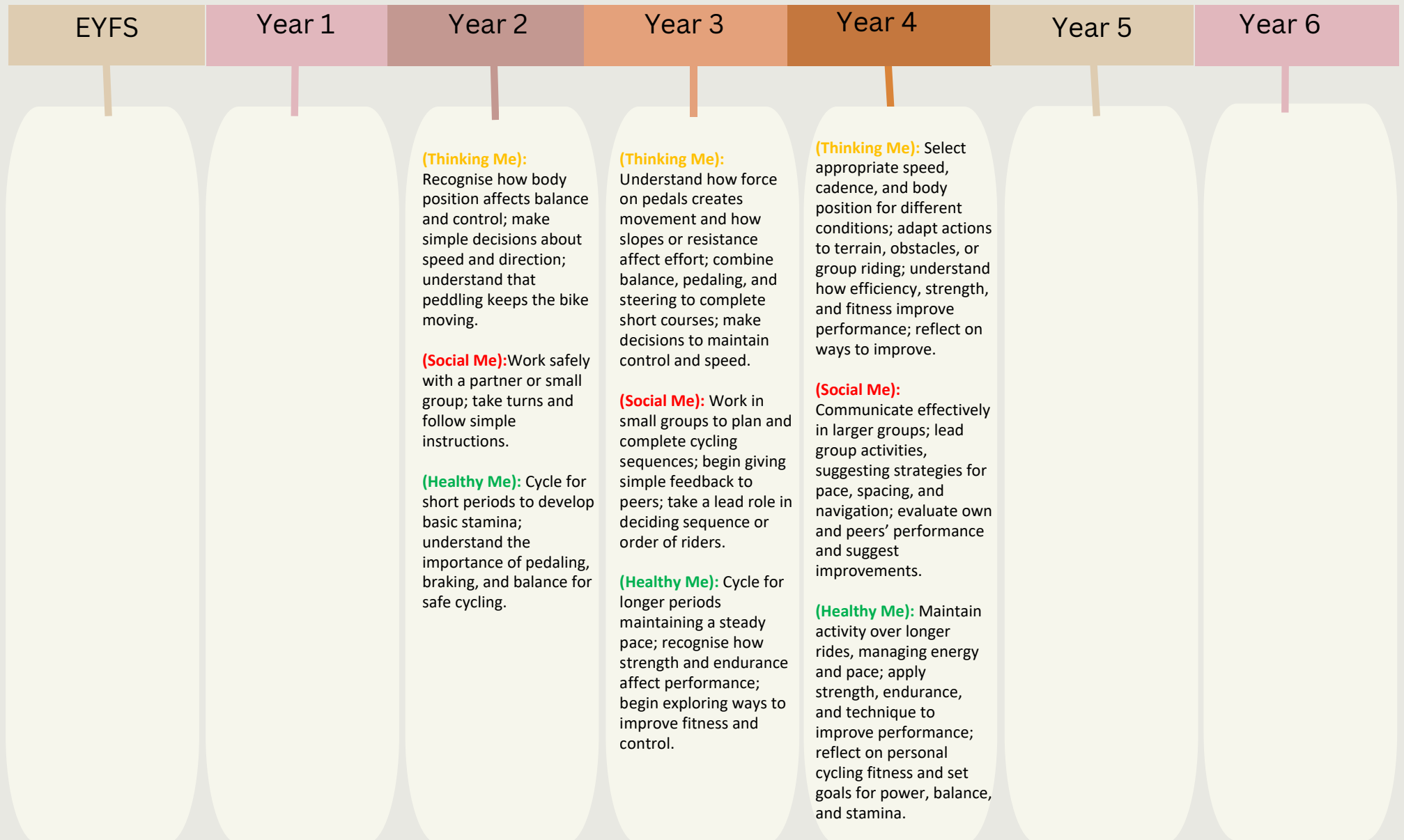
Progression of PE Skills (Substantive)– Cycling (Physical Me)



Progression of PE Knowledge (Disciplinary) – Cycling



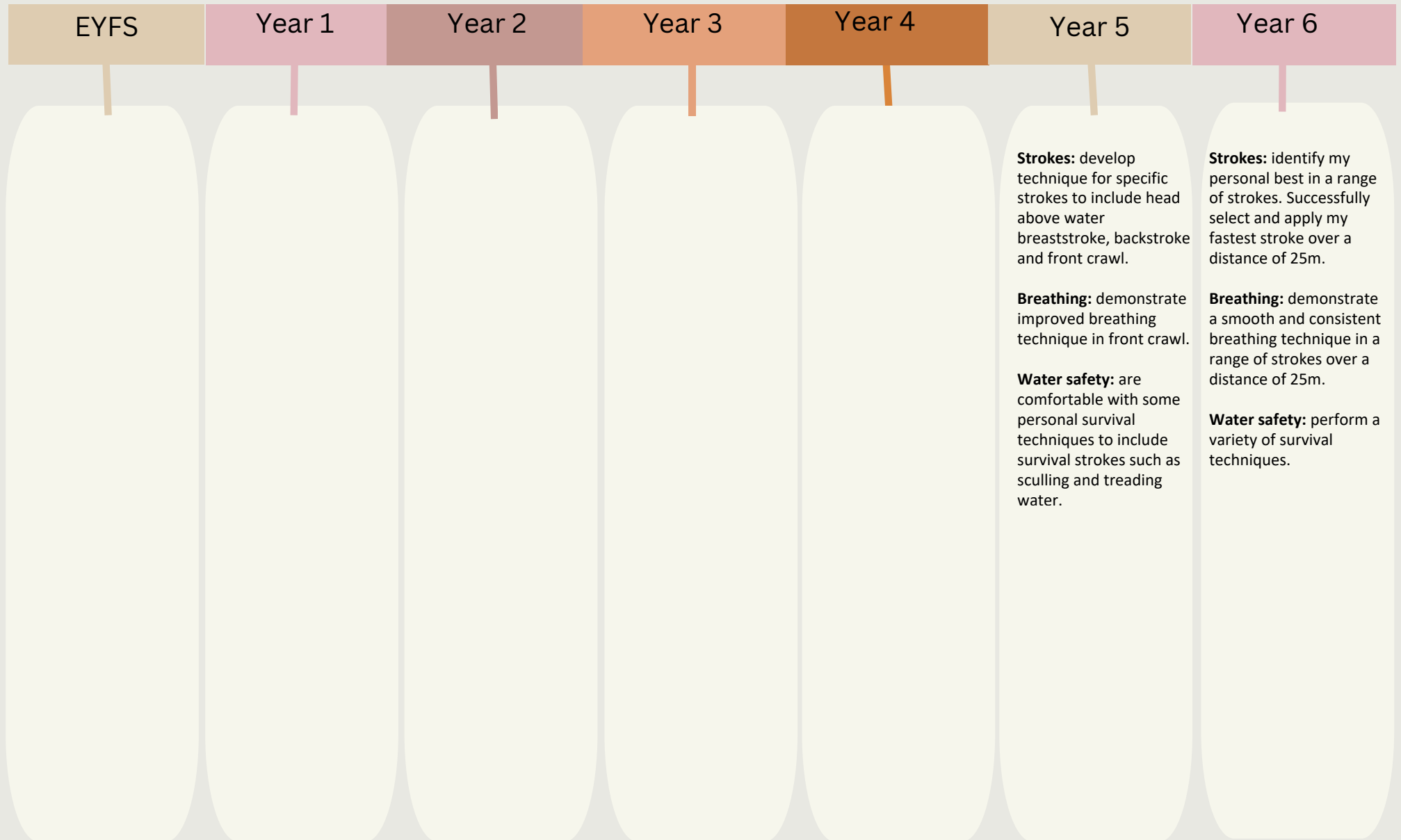
Progression of Multi-Ability Approach– Cycling



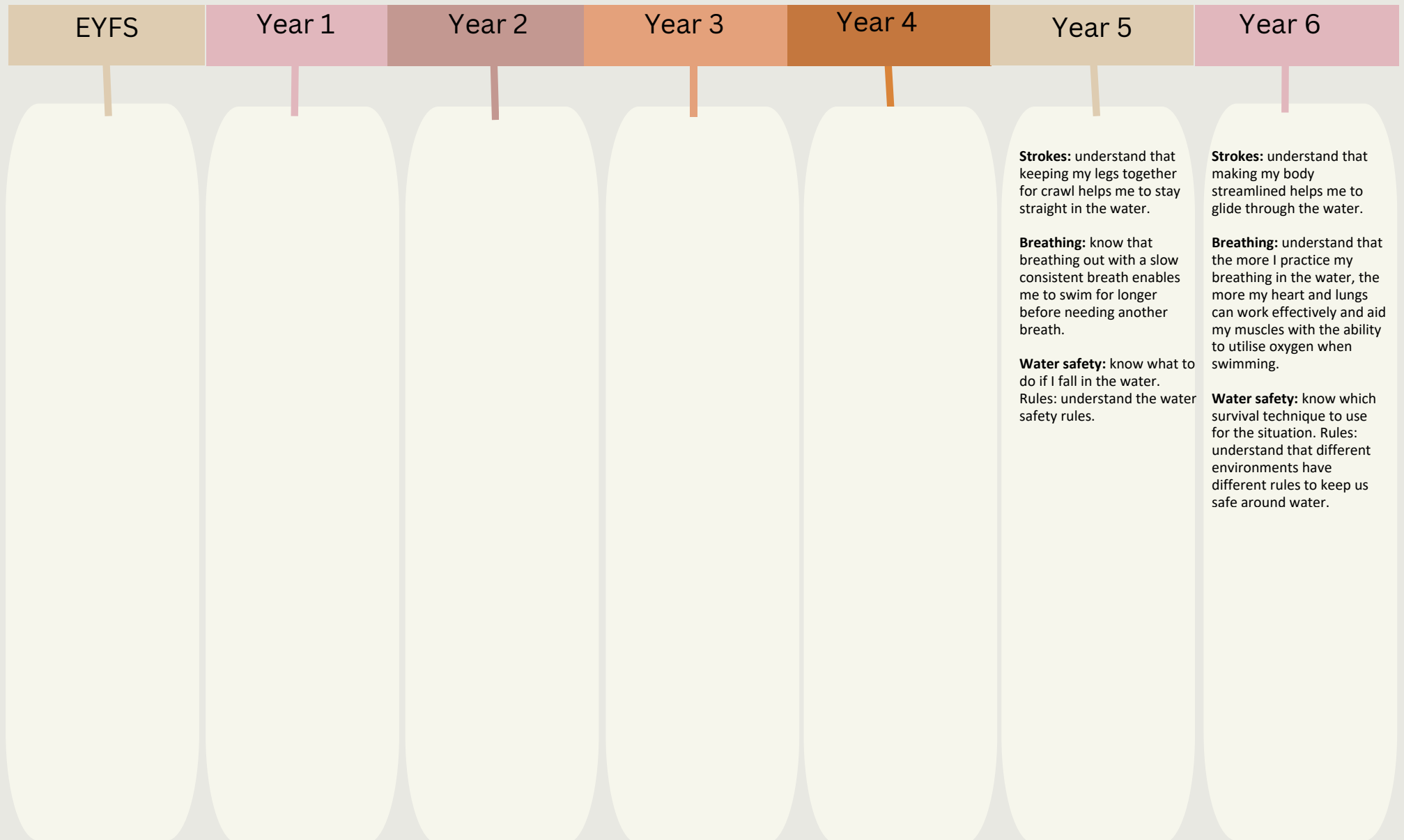


Swimming

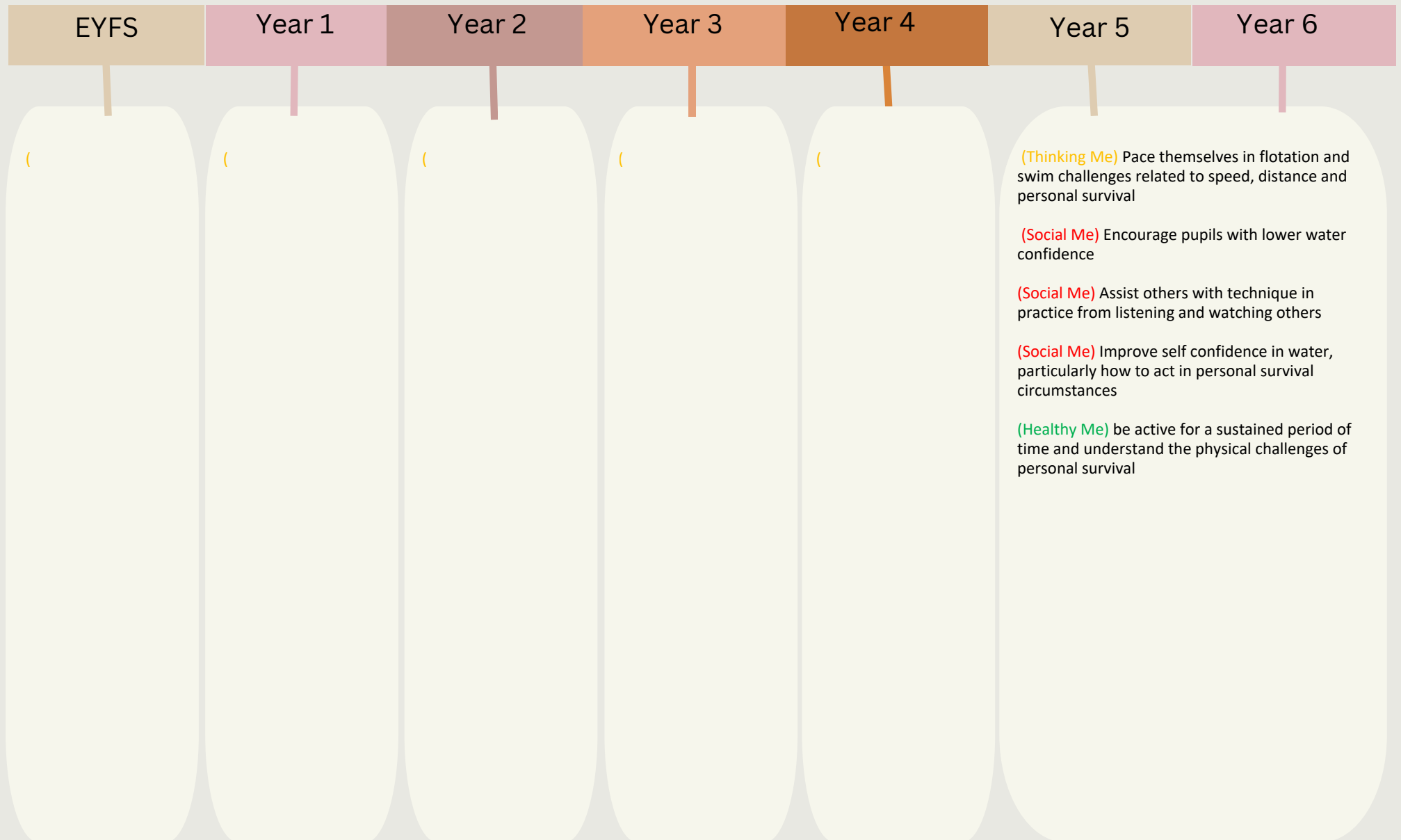
Progression of PE Skills (Substantive)– Swimming (Physical Me)



Progression of PE Knowledge (Disciplinary) – Swimming



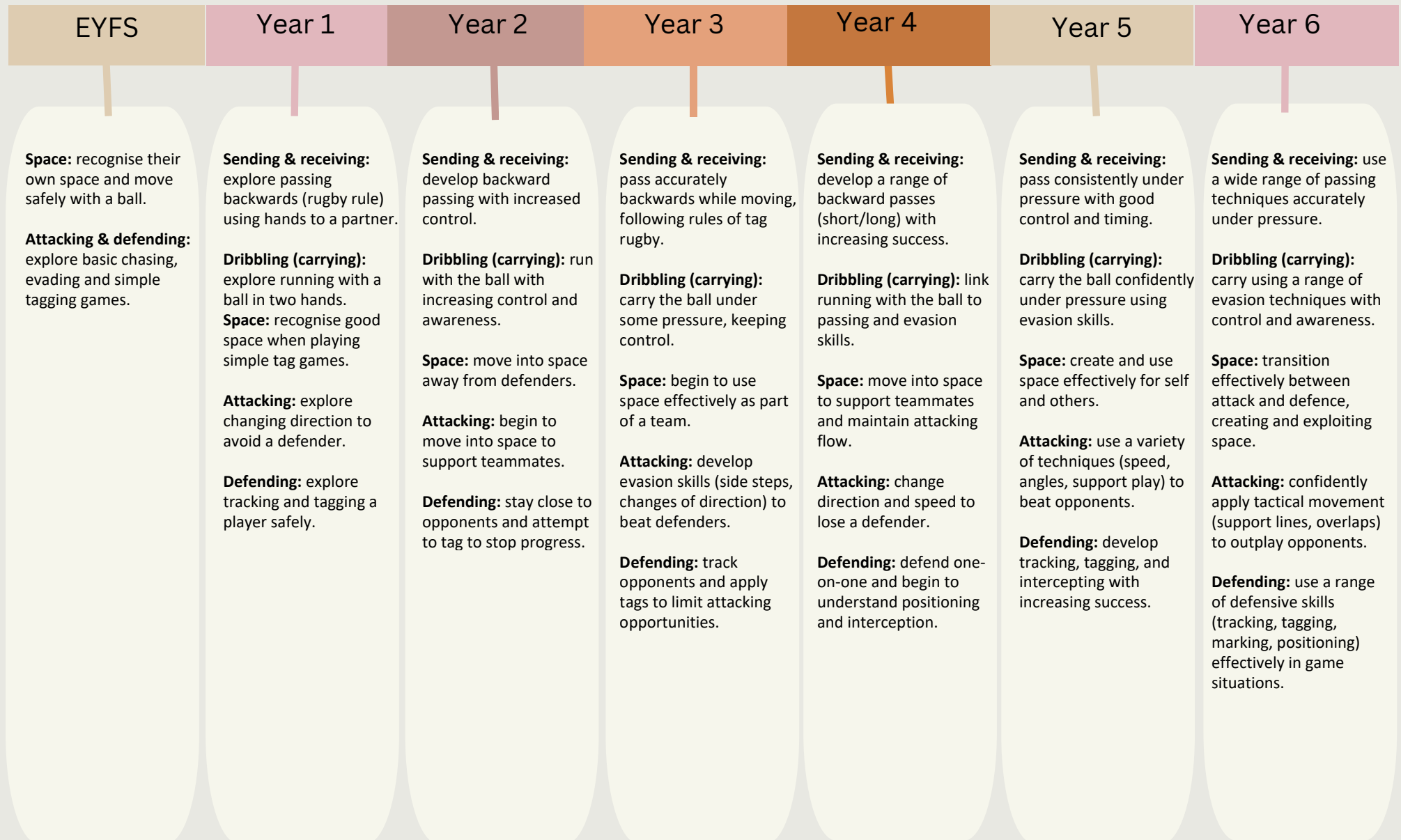
Progression of Multi-Ability Approach– Swimming



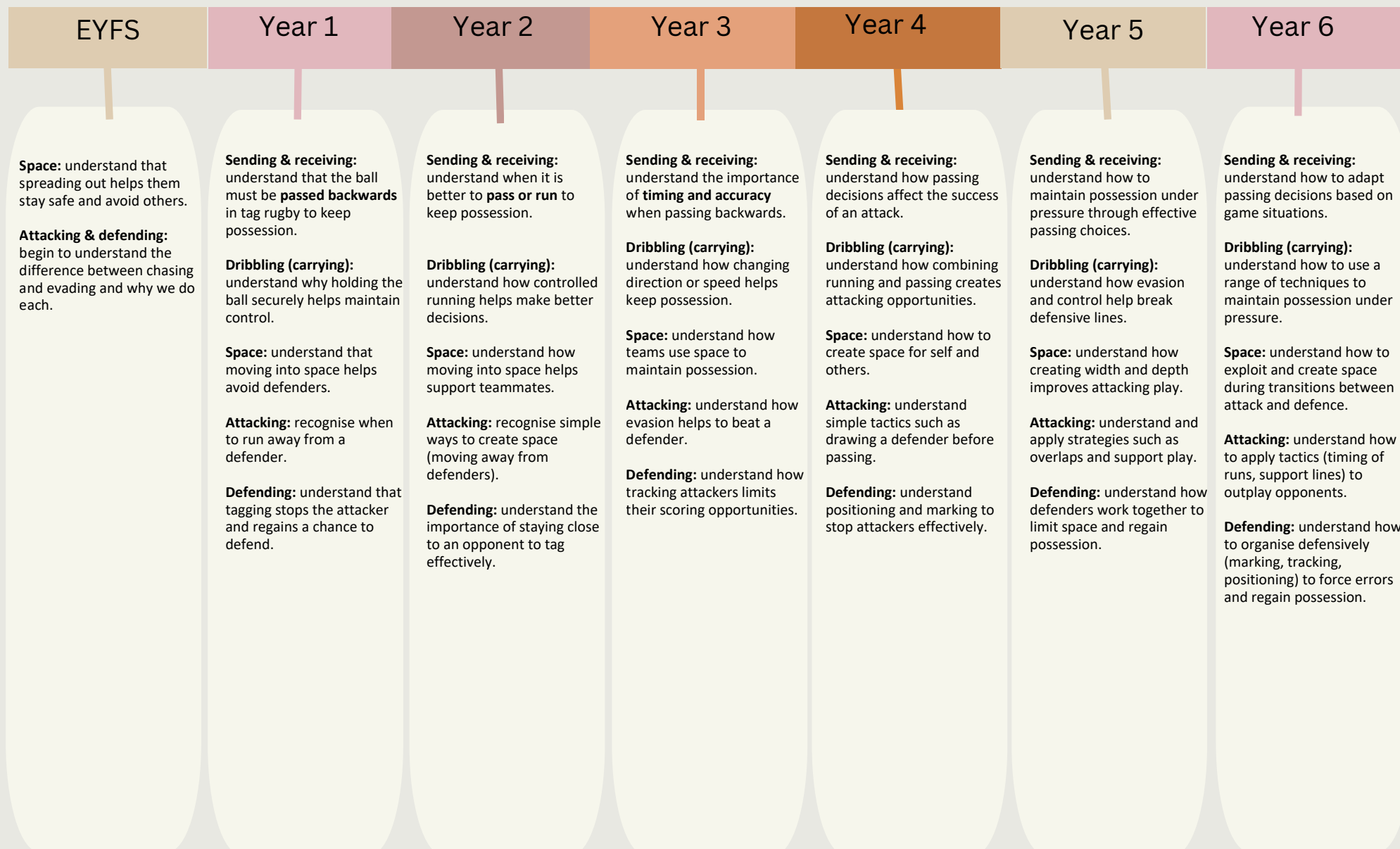


Tag Games

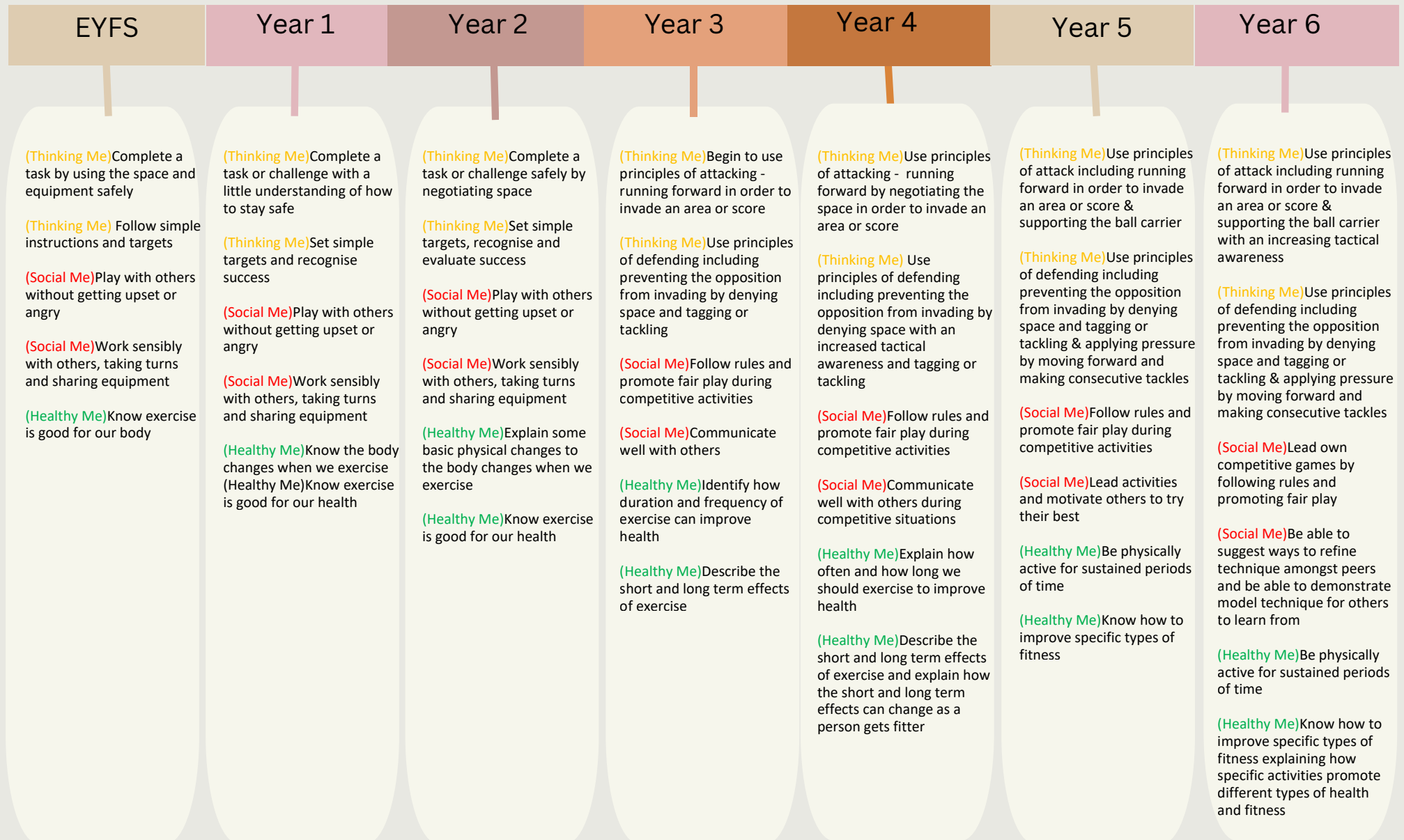
Progression of PE Skills (Substantive)– Tag Games (Physical Me)



Progression of PE Knowledge (Disciplinary) – Tag Games



Progression of Multi-Ability Approach– Tag Games



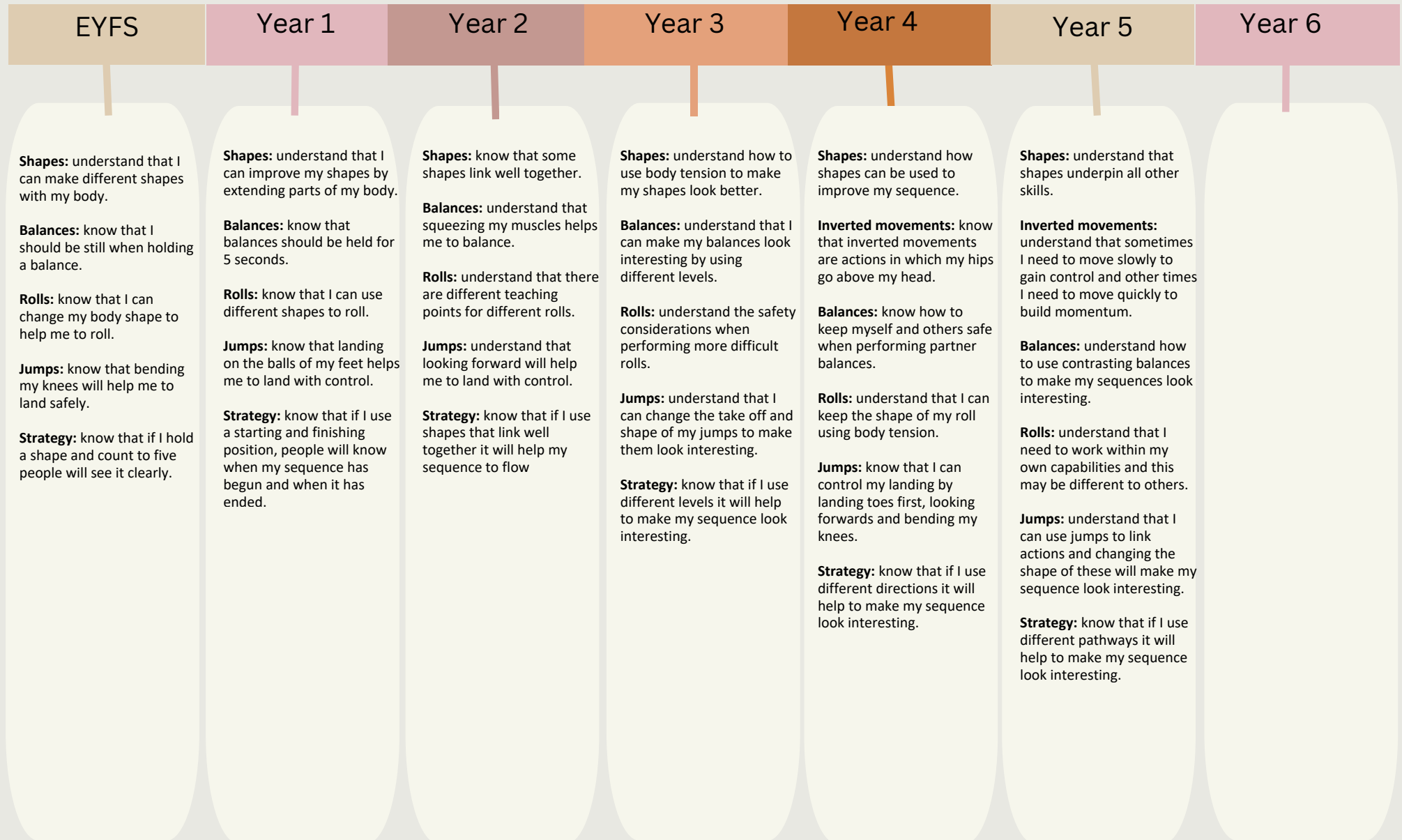


Gymnastics

Progression of PE Skills (Substantive)– Gymnastics (Physical Me)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.	Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.	Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.	Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.	Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps.	Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Explore counter balance and counter tension. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.	

Progression of PE Knowledge (Disciplinary) – Gymnastics



Progression of Multi-Ability Approach– Gymnastics

