

PE Progression Map

“Our DREAM is for greatness in our learning. To BELIEVE, in our unique talents and gifts and ACHIEVE a better world, living life to the full.”



National Curriculum Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

National Curriculum Statements and Objectives:

3- 4 Years Old	Reception	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> • rolling - running • crawling - hopping • walking - skipping • jumping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. <p>Develop overall body strength, balance, coordination and agility.</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>Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination;</p>	<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. 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>LKS2: Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Balance and coordination</p> <p>UKS2: Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success</p>

undressed. For example, putting coats on and doing up zips.			
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Invasion Games:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use basic underarm rolling and hitting skills;</p> <p>Sometimes use overarm skills e.g throwing a bean bag;</p> <p>Intercept, retrieve and stop a beanbag and a medium sized ball;</p> <p>Track balls and other equipment sent to them, moving in line with the ball to collect it;</p> <p>Choose different ways of hitting, throwing, striking or kicking the ball;</p> <p>Decide where to stand to make it difficult for their opponent and to understand the term 'defend';</p> <p>Describe what they and others are doing;</p> <p>Describe how their body feels during games.</p>	<p>Show awareness of opponents and team-mates when playing games;</p> <p>Perform basic skills of rolling, striking and kicking with more confidence;</p> <p>Apply these skills in a variety of simple games;</p> <p>Be able to throw and catch a ball with a team member;</p> <p>Know and understand the term 'intercept';</p> <p>Make choices about appropriate targets, space and equipment;</p> <p>Use a variety of simple tactics;</p> <p>Describe how their bodies work and feel when playing games;</p> <p>Be able to catch a moving ball;</p> <p>Know and understand the term 'feed';</p> <p>Be aware of space and use it to support team-mates and cause problems for the opposition.</p>	<p>Throw and catch with control to keep possession and score points/goals;</p> <p>Able to pass over varied distances;</p> <p>Can dribble with control without opponents;</p> <p>Be able to bounce the ball in the direction of the target;</p> <p>Know and use rules fairly to keep games going;</p> <p>Beginning to understand attacking and defending principles of different sports;</p> <p>Support team mates by finding space;</p> <p>Suggest warm-up activities;</p> <p>Start to apply tactics in games and matches</p>	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques;</p> <p>Pass and dribble with control under pressure;</p> <p>Find ways of attacking successfully;</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into a position to score;</p> <p>Know the rules of the game;</p> <p>Understand the need to defend and attack;</p> <p>Understand how fitness is important when playing invasion games;</p> <p>Able to suggest ways to improve their own performances and others;</p> <p>Able to move to the correct position in order to score.</p>	<p>Pass, dribble and shoot with control in games;</p> <p>Identify and use tactics to help their team keep the ball and take it towards the oppositions goal;</p> <p>Identify tactics that present opportunities to score;</p> <p>Mark opponents and help each other in defense;</p> <p>Analyse performances and suggest ways to improve;</p> <p>Able to play different sports and understand most of the rules;</p> <p>Able to intercept;</p> <p>Be able to participate in small sided games;</p> <p>Understand the need for warming up and the effect it has on the body</p>	<p>Use different techniques for passing, controlling, dribbling and shooting the ball in different games,</p> <p>Apply basic principles of team play to keep possession of the ball, use marking, tackling and/or interception to improve their defense;</p> <p>Play effectively as part of a team;</p> <p>Know what position they are playing in and how to contribute to all aspects of the game;</p> <p>Recognise their own strengths and weaknesses;</p> <p>Suggest ideas that will improve performance;</p> <p>Be able to describe an attacking position and a defending position within a game situation;</p> <p>Understand how to help others within a game.</p>

Athletics:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop fundamental movement skills e.g. running, jumping, hopping, skipping</p> <p>Be able to move at different speeds</p> <p>Understand the concept of a race</p> <p>Engage in competitive format</p> <p>Explore different methods of throwing</p>	<p>Understand different techniques to improve accuracy/distance</p> <p>Be able to improve agility, balance and coordination within a variety of games</p> <p>To practice running over a variety of short distances</p> <p>Develop fundamental movements skills and use different techniques to hurdle and move through obstacles</p> <p>Understand different techniques to affect and improve distance of jumps</p>	<p>Know and understand how alerting the movement of any parts of the body during performance affects end results</p> <p>To use varying speeds when running</p> <p>Understand relay races and passing batons</p> <p>To compete and record against others and self</p> <p>To use a variety of jumping and throwing techniques</p> <p>Learn to use skills in different ways and link them to make actions</p>	<p>Link running and jumping activities with some fluency, control and consistency;</p> <p>To practice throwing with power and accuracy</p> <p>Consider angle of flight when throwing</p> <p>Explore triple jump techniques</p> <p>Explore different footwork patterns</p> <p>Utilise all the skills learned in this unit in a competitive situation</p>	<p>Understand and demonstrate the difference between sprinting and running for sustained periods;</p> <p>Throw with some accuracy and power into a target area;</p> <p>Perform a range of jumps, showing consistent technique and sometimes using a short run-up;</p> <p>Relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up;</p> <p>Compare and contrast performances using appropriate language</p>	<p>Choose the best pace for a running event, so that they can sustain their running and improve on a personal target;</p> <p>Show control at take-off in jumping activities;</p> <p>Show accuracy and good technique when throwing for distance;</p> <p>Organise and manage an athletic event well;</p> <p>Understand how stamina and power help people to perform well in different athletic activities;</p> <p>Identify good athletic performance and explain why it is good, using agreed criteria</p>

Gymnastics:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Able to jump of small pieces of apparatus and land in a safe in a balanced position	Create small routines using a variety of different movements and balances	Use a greater number of their own ideas for movements	Move out of a balance using a gymnastic movement	Create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed	Make up a complex routine including a variety of gymnastics actions including flair actions
Hold simple balances using different body positions	Be able to perform a sequence that flows	Practice simple exercises to help improve strength and flexibility	Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement	Perform a small routine with different gymnastics actions on a beam	Focus on execution of there actions and understand the correct technique for movements
Find and use space safely, with an awareness of others	Create different body positions when performing jumps e.g. tuck, pencil.	Create a routine as part of a group using all a variety of basic gymnastic actions	Can create different body shapes when jumping from the floor and a variety of apparatus	Control more difficult balances individually and as a pair	Understand how some gymnastic actions can help within other sports
Use different jumps to move around a matt	Perform the basic gymnastic actions with coordination, control and variety;	Use a variety of speeds within a routine	Understand how to improve strength and flexibility through small conditioning areas	Able to judge other children's movements and able to suggest ways to improve execution	Able to move on a matt using just gymnastic actions
Move across the beam understanding how to stay stable and balanced	Describe what they and others have done	Practice simple lifts in pairs or small groups	Suggest improvements to their own balances and movements	Hold complex lifts in small groups with good control	Able to create a routine where each member is involved all the time using different actions
Remember and repeat these actions accurately and consistently	Perform simple balances of a variety of different equipment	Consider the execution of each movement	Perform simple balances on the beam	Adapt their performance to the demands of a task	Can give feedback and suggested other actions to further someone else's performance
Work in groups to create simple balances	Work as part of a group to create a routine of gymnastics actions	Understand how you are judged in gymnastics in a competitive environment	Can use different gymnastic actions to travel across the floor and other gymnastics apparatus		Can suggested activities that could help improve strength
Describe what they do in their movement phrases		With help, recognise how performances could be improved			

Tennis:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can practice sending a ball with control over different distances using a racquet/hand	Demonstrates basic sending skills in isolation and small games	Experiencing with different serves e.g. overhand, underarm	Explores shots on both sides of the body and attempt with confidence; introduction of forehand and backhand	Plays a range of basic shots on both sides of the body, move feet to hit ball	Uses forehand, backhand and overhead shots with more confidence in games
Can follow the flight of a ball and move to an area where it could be hit with a racquet or hand	Can track the path of a ball over a net and line	Plays a continuous game using: throwing and catching or some simple hitting	Works with a partner / small groups to return a served ball	Recognises where they should stand on the court when playing on their own and with others	Makes appropriate choices in games about the best shot to use
Identify space in which a ball could be hit in order to win point against an opponent	Practice hitting a ball using a variety of different strokes when working in isolation	Can keep scores of game both playing and umpiring	Can rally over a line using different shots for more than 10 shots	Can hold a short rally over a net and keep a rally of over 15 shots over a line	Starts games with the appropriate serve;
Develop fundamental movements and use them when following and return and ball	Can return a ball over line or net with racquet/hand	Understand the boundaries of different courts	Able to identify areas of a court to win a point	Able to hit a winning point with a variety of shots	Begins to use full scoring systems
Scores points against opposition over a line/net	Plays in a modified game send and returning the ball over a line/barrier	Able to play some shots in a small rally	Play competitive modified games against others	Can umpire different games and understand the scoring systems	Develops doubles play (team play for volleyball)
Use hand eye coordination during individual games/challenges	Be able to send a ball in small games with increased confidence	Uses a small range of basic racquet skills; Moves towards a ball to return over a line/net	Can serve a ball into relevant areas to start a game	Create little games to help with hand eye coordination	Applies tactics in games effectively; Understand the importance of warming up and cooling down
Remain balanced when swinging a racquet	Increase hand eye coordination skills through different individual games		Understand courts and scoring of different net and wall sports	Start evaluating shots and performances	Can watch others perform and offer advice to improve
	Remain balanced when practicing different strokes in isolation		Able to defend shots and return		

Dance:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Able to copy simple dance movements to music</p> <p>Can use invent their own dance moves to perform to music</p> <p>Move with control</p> <p>Vary the way they use space</p> <p>Remember and repeat short dance phrases and simple dances</p> <p>Understand that dance can help improve fitness</p> <p>Can copy dances at different speeds</p>	<p>Choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling</p> <p>Remember and repeat dance phrases</p> <p>Perform short dances, showing an understanding of expressive qualities</p> <p>Describe how dancing affects their body</p> <p>Know why it is important to be active</p> <p>Suggest ways they could improve their work</p> <p>Can copy dances at an increased speed</p> <p>Can copy a dance with a partner</p>	<p>Copy a dance routine as part of a group with each member working individually and cooperatively</p> <p>Can copy a variety of dances at different speeds and genres</p> <p>Understand there are different genres of dance</p> <p>Improvise freely, translating ideas from a stimulus into movement</p> <p>Create dance phrases that communicate ideas</p> <p>Share and create dance phrases with a partner and in a small group</p> <p>Recognize and talk about the movements used and the Expressive qualities of dance</p>	<p>Respond imaginatively to a range of stimuli related to character and narrative</p> <p>Refine, repeat and remember dance phrases and dances</p> <p>To identify and practice patterns and actions of a chosen dance style</p> <p>Demonstrate an awareness of the music's rhythm and phrasing when improvising</p> <p>To create a short individual dance that reflects the chosen dance style</p> <p>Describe, interpret and evaluate dance</p> <p>Using appropriate language</p> <p>Express emotion and feeling whilst dancing</p>	<p>Compose motifs and plan dances creatively and collaboratively in groups</p> <p>Perform different styles of dance clearly and fluently</p> <p>Can teach their own improvised dance moves to others</p> <p>Recognise and comment on dances, showing an understanding of style</p> <p>Suggest ways to improve their own and other people's work</p> <p>Confident to perform a dance in front of an audience</p> <p>Understand the structure of a dance routine</p>	<p>Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances</p> <p>Able to express different emotions through the medium of dance</p> <p>Use appropriate criteria to evaluate and refine their own and others' work</p> <p>Talk about dance with understanding, using appropriate Language and terminology</p>

Striking and fielding:

Year 3	Year 4	Year 5	Year 6
<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy;</p> <p>Continue to develop fundamental movement skills and become increasingly competent and confident</p> <p>To understand the need for tactics; To be able to pass and catch within pairs; Know and understand rules of the game; Set up small games;</p> <p>Explain what they need to do to get ready to play games; Suggest what needs practising;</p> <p>Know and understand how hitting the ball further increases the chances of running further distances;</p> <p>Suggest warm-up activities;</p>	<p>Use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with good control and accuracy;</p> <p>Choose and vary skills and tactics to suit the situation in a game;</p> <p>Carry out tactics successfully;</p> <p>To be able to pass and catch within a small team; Know rules and use them fairly to keep games going;</p> <p>Carry out warm ups with care and an awareness of what is happening to their bodies;</p> <p>Describe what they and others do that is successful; Be able to bat and run to distance bases;</p> <p>Lead a partner through short warm-up routines;</p>	<p>Strike a bowled ball with some accuracy; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency;</p> <p>Work collaboratively in pairs, group activities and small-sided games;</p> <p>Use and apply the basic rules consistently and fairly;</p> <p>Recognise the activities and exercises that need including in a warm up;</p> <p>Identify their own strengths and suggest practices to help them improve;</p> <p>Know and understand how to score points;</p> <p>Start to develop an understanding of how to improve, and learn to evaluate and recognise their own success;</p> <p>Be able to score points by hitting a ball and running safely to the target;</p> <p>Know that it is advantageous to attempt to strike a batter 'out';</p> <p>Understand the need for warming up and working on body strength, tone and flexibility;</p> <p>Lead small groups in warm-up activities;</p>	<p>Strike a bowled ball with precision ball; use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency;</p> <p>Continue to work collaboratively in pairs, group activities and small-sided games;</p> <p>Continue to use and apply the basic rules consistently and fairly;</p> <p>Understand and implement a range of tactics in games with success;</p> <p>Deliver a specific warm up to a small group of peers;</p> <p>Identify their own and others strengths and suggest practices to help them improve;</p> <p>Understand the importance of warming up and cooling down;</p>