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 |
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| 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 | Revise and refine the fundamental movement skills they have already acquired: 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. Develop overall body strength, balance, coordination and agility. | Pupils should develop fundamental movement skills, become increasingly competent and confident and accessa 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. Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination; | 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 physicalactivities and sports and learn how to evaluate and recognise their own success. LKS2: Become increasingly competent and confident, and access a broad range of opportunities to extend their agility, Balance and coordination UKS2: Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success |

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

Athletics:

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

| Able to jump of small pieces of apparatus and land as afe in a balanced positionCreate small routines using a variety of their own ideas for movementsMove out of a balance using a granety of using a variety of their own ideas for movementsCreate, practise and refine longer, more complex, sequences for a performance, including changes in level, directionMake up a complex routine including a variety of agrantics actions including fair actionsHold simple balances using different body positionsBe able to perform a sequence that flowsUse a greater number of theip improve strength and flexibilityMove out of a balance using a variety of and balancesCreate, practise and refine understand how to a group using all a variety of basic gramastic actions the floor and a variety of aparatusCreate, practise and refine understand how to and sepedMake up a complex routine including fair actionsFind and use space safely, with an awareness of othersBe able to perform the basic gramastic actions when a group using all a variety of basic gramastic actions within a routineCreate a routine a pari of a group active of pasic shapes when jumping from the floor and a variety of aparatusControl more difficult balances individually and a a pairMake up a complex routine including fair actionsWork as part of a a curately and consistentlyPerform the basic gramastic actions when group to create a ordination, controlUnderstand how you are each movementMove out of a balance on a beamControl more difficult balances of a pairMake up a complex outine including fair actionsRemembe | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| create simple balancesroutine of gymnastics actionsimprovedCan use different gymnastic actions to travel across the floor and other gymnastics apparatusCan suggested activities that could help improve strength | | • | | the beam | the demands of a task | further someone else's |
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| Describe what they do in their movementfloor and other gymnastics apparatusCan suggested activities that could help improve strength | create simple balances | 01 | improved | 6, | | |
| in their movement apparatus that could help improve | | actions | | | | Can suggested activities |
| apparatus strength | , | | | | | |
| phrases | | | | apparatus | | |
| | phrases | | | | | Strength |

Tennis:

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

Dance:

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

Striking and fielding:

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