

## Progression Map for PE

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### 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.

|      |   | PHISICAL EDUCATION  |   |  |  |  |          |
|------|---|---|---|--|--|--|----------|
|      |   | Athletics   | Gymnastics  | Team Games<br>Attacking and Defending  | Dance  | Outdoor and<br>Adventurous Activity  | Swimming |
| EYFS | N | - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (DM PD 3-4) | - Use large-muscle movements to wave flags and streamers, paint and make marks. (DM PD 3-4)<br>- 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. (DM PD 3-4) | - Start taking part in some group activities which they make up for themselves, or in teams. (DM PD 3-4) | - Skip, hop, stand on one leg and hold a pose for a game like musical statues. (DM PD 3-4)<br>- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (DM PD 3-4) | - Go up steps and stairs, or climb up apparatus, using alternate feet. (DM PD 3-4)<br>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (DM PD 3-4) |          |
|      |   | - Make healthy choices about food, drink, activity and tooth brushing. (DM PD 3-4)                                |   |  |  |  |          |

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| R | <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG PDc)</p> <p>- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing (DM PD Rec)</p>  | <p>-Negotiate space and obstacles safely, with consideration for themselves and others (ELG PDa)</p> <p>-Demonstrate strength, balance and coordination when playing (ELG PDb)</p> <p>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination and agility. (DM PD Rec)</p> <p>- Progress towards a more fluent style of moving, with developing control and grace. (DM PD Rec)</p> <p><b>-Refine- crawl, walk, run, jump ,hop Skip, climb</b></p> <p><b>-Change of direction</b></p> <p><b>-Balancing and stillness</b></p> | <p>-Negotiate space and obstacles safely, with consideration for themselves and others (ELG PDa)</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG PDc)</p> <p>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. (DM PD Rec)</p> <p>- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (DM PD Rec)</p> <p><b>- Develop challenge in basic skills- run faster ( stamina) jump higher etc</b></p> | <p>-Negotiate space and obstacles safely, with consideration for themselves and others (ELG PDa)</p> <p>- Combine different movements with ease and fluency. (DM PD Rec)</p> <p>- Progress towards a more fluent style of moving, with developing control and grace. (DM PD Rec)</p> <p><b>Watch live performances- visits from dancers.</b></p> <p><b>Explore movement in response to a range of stimulus</b></p> <p><b>Explore different styles of dance and make up simple pieces.</b></p> | <p>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - (DM PD Rec)</p> <p><b>- Obstacle courses that demand a range of combined movements</b></p> <p><b>Daily mile to increase stamina and raise heart beat</b></p> <p><b>-Moving up and down slope( forest)</b></p> <p><b>-Opportunities to spin, tilt, rock slide and bounce</b></p> |  |
|   | <p>- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. (DM PD Rec)</p> <p>- Know and talk about the different factors that support their overall health and wellbeing:</p> <p>- regular physical activity (DM PD Rec)</p> |   |  |   |   |  |

|     |                       | PHISICAL EDUCATION   |  |   |  |  |          |
|-----|-----------------------|--|--|---|--|--|----------|
|     |                       | Athletics  | Gymnastics   | Team Games<br>Attacking and Defending   | Dance  | Outdoor and<br>Adventurous<br>Activity | Swimming |
| KS1 | Y1                    | -master basic movements including running, jumping, throwing   | -become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination individually and with others.<br>-developing balance, agility and co-ordination, and begin to apply these in a range of activities<br>-make their body tense, relaxed, curled and stretched.<br>-control their body when travelling.<br>-control their body when balancing.<br>-copy sequences and repeat them.<br>-roll in different ways.<br>-travel in different ways.<br>-balance in different ways.<br>-climb safely.<br>-stretch in different ways.<br>-curl in different ways. | 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<br>-participate in team games, developing simple tactics for attacking and defending<br>-throw underarm.<br>-roll a piece of equipment.<br>-hit a ball with a bat.<br>-move and stop safely.<br>-catch with both hands.<br>-throw in different ways.<br>-kick in different ways. | - Develop fundamental movement skills<br>perform dances using simple movement patterns.<br>-move to music.<br>-copy dance moves.<br>-perform some dance moves.<br>-make up a short dance.<br>-move around the space safely.<br>-copy actions.<br>-repeat actions and skills.<br>-move with control and care. |  |          |
|     | Health and Well-being | -describe how their body feels before, during and after an activity.<br>-talk about what they have done.<br>-describe what other people did. |  |   |  |  |          |

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| <p>Y2</p>                    | <p>-master basic movements including running, jumping, throwing</p>   | <p>-become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination individually and with others.<br/>                 -developing balance, agility and co-ordination, and begin to apply these in a range of activities<br/>                 -copy and remember actions.<br/>                 -repeat and explore actions with control and coordination.<br/>                 -plan and show a sequence of movements.<br/>                 -use contrast in their sequences.<br/>                 Are their movements controlled?<br/>                 -think of more than one way to create a sequence that follows a set of 'rules'.<br/>                 -work on their own and with a partner to create a sequence.<br/>                 -identify some muscle groups used in gymnastic activities.</p> | <p>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<br/>                 -participate in team games, developing simple tactics for attacking and defending.<br/>                 -use hitting, kicking and/or rolling in a game.<br/>                 -stay in a 'zone' during a game.<br/>                 -decide where the best place to be is during a game.<br/>                 -use one tactic in a game.<br/>                 -follow rules.</p> | <p>- Develop fundamental movement skills perform dances using simple movement patterns.<br/>                 -dance imaginatively.<br/>                 -change rhythm, speed, level and direction.<br/>                 -dance with control and co-ordination.<br/>                 -make a sequence by linking sections together.<br/>                 -link some movement to show a mood or feeling.</p> |  |  |
| <p>Health and Well-being</p> | <p>-show how to exercise safely. -describe how their body feels during different activities. -explain what their body needs to keep healthy. -talk about what is different between what they did and what someone else did. -say how they could improve.<br/>                 -explain why it is important to warm-up and cool-down. -select and use the most appropriate skills, actions or ideas. -move and use actions with co-ordination and control.<br/>                 -explain how their work is similar and different from that of others. With help, do they recognise how performances could be improved.</p> |  |  |   |  |  |

| PHISICAL EDUCATION |                       |  |  |   |   |  |          |
|--------------------|-----------------------|--|--|---|---|--|----------|
|                    |                       | Athletics  | Gymnastics   | Team Games<br>Attacking and Defending   | Dance   | Outdoor and<br>Adventurous Activity  | Swimming |
| LKS2               | Y3                    | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Running technique, sprinting, jogging and slower speeds and relay<br/>Different throwing techniques<br/>Different jumping techniques<br/>Combine running and jumping</p>   | <p>-Develop flexibility, strength, technique, control and balance</p> <p>Introduction to different rolls<br/>Introduction to different jumps<br/>Introduction to different balances<br/>Putting small sequences together to make a performance<br/>Moving on different apparatus</p>   | <p>-Play competitive games, modified where and apply basic principles suitable for attacking and defending</p> <p>Team games focusing on attack and defence<br/>Catching and throwing suitable for the game, under pressure<br/>Working in partnership<br/>Using space<br/>Fairness in games</p>  | <p>-Perform dances using a range of movement patterns</p> <p>Explore emotions in dance<br/>Explore dance basics<br/>Explore rhythm/beats, counting in dance<br/>Explore dance vocab: unison-level-speed-canon etc.<br/>Dancing with a partner<br/>Share moves to a small group</p>  | <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>-follow a map in a familiar context.<br/>-move from one location to another following a map.<br/>-use clues to follow a route.<br/>-follow a route safely.</p>  |          |
|                    | Health and Well-being | <p>-explain why it is important to warm-up and cool-down.<br/>-identify some muscle groups used in gymnastic activities.<br/>-select and use the most appropriate skills, actions or ideas.<br/>-move and use actions with co-ordination and control.<br/>-explain how their work is similar and different from that of others.<br/>With help, do they recognise how performances could be improved.</p> |  |   |   |  |          |
|                    | Y4                    | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>-run over a long distance.<br/>-spring over a short distance.<br/>-throw in different ways.<br/>-hit a target.<br/>-jump in different ways.</p>  | <p>-Develop flexibility, strength, technique, control and balance</p> <p>-work in a controlled way.<br/>-include change of speed.<br/>-include change of direction.<br/>-include range of shapes.<br/>-follow a set of 'rules' to produce a sequence.<br/>-work with a partner to create, repeat and improve a sequence with at least three phases.<br/>-Work in unison with a partner<br/>Show controlled movements</p> | <p>-Play competitive games, modified where and apply basic principles suitable for attacking and defending</p> <p>-catch with one hand.<br/>-throw and catch accurately.<br/>-hit a ball accurately and with control.<br/>-keep possession of the ball.<br/>-move to find a space when they are not in possession during a game.<br/>-vary tactics and adapt skills according to what is happening.</p> | <p>-Perform dances using a range of movement patterns</p> <p>-take the lead when working with a partner or group.<br/>-use dance to communicate an idea.<br/>-work on their movements and refine them.<br/>Is their dance clear and fluent?<br/>-Create small sequencing including specified dynamics and concepts<br/>-Working with a partner<br/>-Working alone<br/>-Working in small groups<br/>-Communicate ideas via a dance</p> | <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>-follow a map in a more demanding familiar context.<br/>-move from one location to another following a map.<br/>-use clues to follow a route.<br/>-follow a route accurately, safely and within a time limit.</p> |          |
|                    | Health and Well-being | <p>-explain why warming up is important.<br/>-explain why keeping fit is good for their health.<br/>-explain how their work is similar and different from that of others.<br/>-use their comparison to improve their work.<br/>-select and use the most appropriate skills, actions or ideas.<br/>-move and use actions with co-ordination and control.<br/>-make up their own small-sided game.</p>     |  |   |   |  |          |

| PHISICAL EDUCATION    |   |  |   |  |  |  |  |
|-----------------------|---|--|---|--|--|--|--|
|                       |   | Athletics  | Gymnastics  | Team Games<br>Attacking and Defending  | Dance  | Outdoor and<br>Adventurous<br>Activity   | Swimming   |
| UKS2                  | Y5  | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> <li>-Show control when taking off and landing in a jump.</li> <li>-throw with accuracy.</li> <li>-combine running and jumping.</li> <li>-follow specific rules.</li> </ul>   | <ul style="list-style-type: none"> <li>-Develop flexibility, strength, technique, control and balance</li> <li>-make complex or extended sequences.</li> <li>-combine action, balance and shape.</li> <li>-perform consistently to different audiences.</li> <li>-Analysing and improving their performance</li> <li>-Working in unison with a partner/partners</li> <li>-Using apparatus within a performance</li> <li>-Show clear controlled movements</li> </ul> | <ul style="list-style-type: none"> <li>-Play competitive games, modified where and apply basic principles suitable for attacking and defending</li> <li>-gain possession by working as a team.</li> <li>-pass in different ways.</li> <li>-use forehand and backhand with a racquet.</li> <li>-field.</li> <li>-choose the best tactics for attacking and defending.</li> <li>-use a number of techniques to pass, dribble and shoot.</li> <li>Moving, Catching, throwing, hitting and kicking, suitable for the game</li> <li>Analysing performance both theirs and others</li> </ul> | <ul style="list-style-type: none"> <li>-Perform dances using a range of movement patterns</li> <li>-compose their own dances in a creative and imaginative way.</li> <li>-perform to an accompaniment, expressively and sensitively.</li> <li>-their dance show clarity, fluency, accuracy and consistency.</li> <li>-Memorise a sequence and adding to it</li> <li>-including specified dynamics and concepts</li> <li>-Working in small/large groups</li> <li>Show controlled movements</li> </ul> | <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <ul style="list-style-type: none"> <li>-follow a map in an unknown location.</li> <li>-use clues and compass directions to navigate a route.</li> <li>-change their route if there is a problem.</li> <li>-change their plan if they get new information.</li> </ul> |  |
|                       | Health and Well-being   | <ul style="list-style-type: none"> <li>-explain some important safety principles when preparing for exercise.</li> <li>-explain why exercise is important.</li> <li>-use their observations to improve their work.</li> <li>- show good control in their movements</li> <li>-explain what effect exercise has on their body.</li> <li>-compare and comment on skills, techniques and ideas that they and others have used.</li> <li>-link skills, techniques and ideas and apply them accurately and appropriately.</li> </ul> |   |  |  |  |  |
|                       | Y6  | <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Running for stamina v sprinting</p> <p>Throwing for distance/accuracy</p> <p>Competition jumping techniques</p> <p>Using skills in different situations</p>  | <ul style="list-style-type: none"> <li>-Develop flexibility, strength, technique, control and balance</li> <li>-link their sequences to specific timings.</li> <li>Putting sequences together to make a performance</li> <li>Analysing and improving their performance</li> <li>Working in unison with a partner/partners</li> <li>Combining their work with others</li> <li>Using apparatus within a performance</li> </ul>  | <ul style="list-style-type: none"> <li>-Play competitive games, modified where and apply basic principles suitable for attacking and defending</li> <li>-explain complicated rules.</li> <li>-make a team plan and communicate it to others.</li> <li>-lead others in a game situation.</li> <li>-Team games focusing on attack and defence</li> <li>-Moving, Catching and throwing suitable for the game</li> <li>-Analysing performance</li> <li>Creating strategies</li> </ul>  | <ul style="list-style-type: none"> <li>-Perform dances using a range of movement patterns</li> <li>develop imaginative dances in a specific style.</li> <li>-choose their own music, style and dance.</li> <li>Memorise a sequence and adding to it</li> <li>including specified dynamics and concepts</li> <li>Working in small/large groups</li> <li>Select a song and create a dance to it</li> </ul>   | <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <ul style="list-style-type: none"> <li>-plan a route and series of clues for someone else.</li> <li>-plan with others taking account of safety and danger.</li> </ul>  | <ul style="list-style-type: none"> <li>-Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>-Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>-Perform safe self-rescue in different water-based situations.</li> </ul> |
| Health and Well-being | <ul style="list-style-type: none"> <li>-Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>-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.</li> <li>-They should enjoy communicating, collaborating and competing with each other.</li> <li>-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.</li> <li>-explain how the body reacts to different kinds of exercise.</li> <li>-apply their skills, techniques and ideas consistently.</li> <li>-modify use of skills or techniques to improve their work.</li> <li>-choose appropriate warm ups and cool downs.</li> <li>-show precision, control and fluency.</li> <li>-create their own success criteria for evaluating.</li> <li>-explain why we need regular and safe exercise.</li> <li>-analyse and explain why they have used specific skills or techniques.</li> </ul> |  |   |  |  |  |  |