

# PE Progression Map



## Subject Intent

Children will:

- Acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE
- Show willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance
- Have high levels of physical fitness
- Have a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly
- Have the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being
- Have the ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others
- Show exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support
- Have a keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport
- Have the ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water

## Breadth of Study

Reception and Key Stage 1 – Fundamental movements e.g. catching, throwing, running, jumping etc.

Lower Key Stage 2 (Yr3 and 4) – Practising skills in a variety of sports, mini-games.

Upper Key Stage 2 (Yr5 and 6) – Larger games with a focus on tactics and formations.

| National Curriculum  | Year Reception   | Year 1  | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
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| <b>KS1</b><br>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, | <b>Multi-skills: Co-ordination and control</b> - empty small equipment into space on the floor, put in correct places. Balance and | <b>Multi-skills: Sending and receiving (large ball)</b> - receiving on your own, with a partner, moving and receiving and | <b>Multi-skills: Throwing and catching</b> - throwing on your own - bounce and catch, throw and catch, pat and bounce and | <b>Striking and fielding - Tri-golf</b> - How to hold the different clubs, swinging the clubs, learning the pendulum swing. Putting the ball so it | <b>Striking and Fielding - Cricket</b> - Bowling underarm and overarm with a partner, progressing to the wicket and then bowling to a | <b>Striking and fielding skills focus on rounders</b> - To develop a range of bowling, striking and fielding skills. To experience all roles | <b>Striking and fielding skills focus on rounders</b> - To develop the consistency and accuracy of their striking and fielding |

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| <p>and begin to apply these in a range of activities</p> <p><b>KS1</b><br/>participate in team games, developing simple tactics for attacking and defending</p> <p><b>KS2</b><br/>use running, jumping, throwing and catching in isolation and in combination</p> <p><b>KS2</b><br/>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> | <p>grip a beanbag on different parts of the body. Steer a ball in and out of markers - first with hands then progress to feet or a bat. Bounce and catch a ball, throw and catch a ball of different sizes.</p> <p><b>Multi-skills: Spatial awareness</b> - Moving without treading on anything and without bumping into anyone. Stopping on command like a statue. Carry a large ball in two hands, running in and out.</p> <p><b>Multi-skills: Aiming, Predicting, Estimating</b> - roll the ball along the ground to each other, at a target, through a target. Roll the ball towards a line or marker, run to overtake the ball, stop the ball before it goes over a line. Throw a beanbag upto land in a target and on the other side of the target.</p> | <p>relieving in a group. Thinking of ways to make harder/easier. Rolling the ball - to score a goal, to hit a target or to get to your partner.</p> <p><b>Multi-skills - Aiming games to increase accuracy</b> - throw large balls at a target - increase distance to develop accuracy. Throw a large ball up to land in a target and on the other side of the target.</p> <p><b>Multi-skills: Bat and ball skills</b> - To steer and send a ball safely in different directions using a bat. To balance a ball on a bat, upwards and downwards, with some control. Hit a ball along the ground for a partner to catch or receive. Use steering, hitting along the ground and hitting through the air to play individual and</p> | <p>how far can your throw. With a partner - throw and catch, throw a small ball, use left and right hand, run and catch and throw at a target.</p> <p><b>Multi-skills: Aiming, hitting and kicking</b> - correct aiming stance, aiming to a partner and throwing a ball for them to hit and kick. Using plastic rackets, footballs, Kicking on your own - right foot, left foot, still ball or dropped ball. Kicking different distances - at a long distance, in a different direction, low, high or medium.</p> <p><b>Multi-skills: Group games and inventing rules</b> - Demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills. Select appropriate equipment when</p> | <p>travels along the ground to hit a target, putting to hit cones and through a tunnel. Extending to then hitting the ball into the hole. Chip the ball in the air, then chip the ball over cones and progressing to hit a target.</p> <p><b>Tennis</b> - Forehand - jogging, changing direction, balance, bounce-catch, bounce-hit-catch. The backhand - jogging, changing direction, backhand throw to throw, backhand roll to roll, backhand bounce-hit-catch, The Volley - jogging, changing direction, jumping, sidestepping, throwing and catching, throwing and volleying. The Serve - jogging, changing direction, throw to target, serve to target, serve to catch,</p> <p><b>Ball Skills through football and</b></p> | <p>partner with a bat. Batting - hitting the ball straight, defending the ball when batting and the pull shot in batting. Fielding - catching and collecting the ball and fielding the ball.</p> <p><b>Quicksticks Hockey-</b> Run into space, avoiding others. Run forwards, backwards and sideways, avoiding others and objects. Using throwing and catching skills with a partner. Hitting balls using another object. Keeping control of a ball with an object. Experience passing to a partner accurately when under pressure.</p> <p><b>Problem solving and inventing games</b> - To consolidate and improve skills in a creative and problem-solving situation. To adapt and transfer</p> | <p>in small-sided striking and fielding games. To play to rules and adapt basic tactics to use them in a range of games. To recognise strengths and weaknesses in their own performance.</p> <p><b>Invasion games - football</b> - To combine and perform skills more fluently in implement and kicking invasion games. To understand and apply a range of tactics for attack and defence. To evaluate their own and others' work and suggest ways to improve it. To understand the need to prepare for games.</p> <p><b>Invasion and target games</b> - To consolidate existing skills and develop new ones. To select and apply skills more consistently in specific invasion activities and</p> | <p>skills. To select and use skills appropriately in a game situation. To play a wider range of striking and fielding games and transfer common principles. To recognise strengths and weaknesses in their own performance.</p> <p><b>Invasion games - Tag Rugby</b> - Tags must be handed back after each tag. Ball carrier must keep both hands on the ball. No interception of passes. Passes must all go backwards and to try and pass the ball before being tagged. Support players must stay behind the ball.</p> <p><b>New Age Kurling</b> - Can deliver the stone onto the central two circles (blue/white) from the hack box. Is able to move an opponent's stone, placed in the centre</p> |
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|  | <p>Roll a large ball and a small ball at a target, between posts and along a line.</p> <p><b>Athletics:</b> 2 running, 2 jumping, 2 throwing</p> <p><b>OAA</b> - To work cooperatively with others and explore different methods of communicating with others. To follow a simple trail and lead a partner along a simple trail. To solve simple problems individually and in a pair. Create patterns from a 'map' and to recognise where you are on a map.</p> | <p>co-operative target games.</p> <p><b>Multi-skills: Partner work</b> - Play safely with a partner in running games and when using equipment. Throw and catch individually and in pairs using a variety of apparatus including hoops. Kick and dribble a ball with control and roll and retrieve a hoop. Practise and develop sending and receiving skills in co-operative games with a partner and demonstrate how to make a game harder.</p> <p><b>OAA</b> - Develop basic skills for performing problem-solving and orienteering. Follow simple trails in familiar environments.</p> | <p>playing games and demonstrate quicker passing and receiving. Play with confidence in varying group formations e.g. 2v2, 4v4, 3v1. Invent rules and explain how they can improve games.</p> <p><b>OAA</b> - Acquire and develop basic problem solving and orienteering skills. Follow simple trails in familiar environments and work with a partner.</p> | <p><b>netball</b>) - Pass and receive with hands in different ways (chest bounce and shoulder) using different apparatus. Dribble, pass and receive with feet. Sequence passing. Signal for the ball - signal and move into space to receive the ball. Pass and move to maintain possession using activities which give a numerical advantage. Keep possession and progress down the pitch towards the goal.</p> <p><b>New Age Kurling</b> - Can deliver the stone onto the central two circles (blue/white) from the hack box. Is able to move an opponent's stone, placed in the centre of the target, completely off the target mat. With a stone placed on the front of the target mat.</p> | <p>appropriate principles of play and tactics. To make up rules and be prepared to modify or change them and to co-operate and make collective decisions.</p> | <p>games. To select and apply basic invasion principles and adapt them to different situations. To use information to evaluate their own and others' work.</p> <p><b>OAA</b> - Demonstrate a range of orientation and problem solving skills. Use the skills with precision, control and consistency and refine skills in route finding. Communicate and collaborate with others to select and use appropriate strategies and equipment. Address a range of outdoor activities and challenges in changing and unfamiliar environments.</p> | <p>of the target, completely off the target mat. With a stone placed on the front of the target mat. Can nudge this stone forward into a scoring position. Can select an appropriate shot and explains why.</p> <p><b>OAA</b> - Consolidate and demonstrate a range of orientation and problem-solving skills. To refine skills and execute them with precision, control and consistency. Communicate and collaborate with others to select and use appropriate strategies and equipment. Engage in a range of outdoor activities and challenges in changing and familiar environments.</p> |
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|  |   |   |   | <p><b>OAA</b> - Acquire and develop a range of orientation and problem-solving skills. Use the skills to orientate themselves and to travel round a simple course. Follow appropriate trials to meet challenges in familiar environments. Collaborate with others to select and use simple strategies and appropriate equipment to meet a range of outdoor activity challenges.</p> |  |  |   |
| <p><b>KS1</b><br/>perform dances using simple movement patterns.</p> <p><b>KS2</b><br/>perform dances using a range of movement patterns</p> <p><b>KS2</b><br/>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p><b>Dance</b> – acting out simple movements in sequence from a story book.</p> <p><b>Dance</b> - thematic approach - children suggest movements they can use.</p> | <p><b>Dance</b> – acting out simple movements from a story book and starting to link movements.</p> <p><b>Dance</b> - thematic approach - children suggest movements they can use.</p> <p><b>Dance</b> - respond to a range of stimuli. Know and perform some of the basic dance actions with</p> | <p><b>Dance</b> –.respond to a range of stimuli - flashcards with words on. Use their understanding of the basic dance skills to select appropriate ones for the dance idea. Work co-operatively in pairs or small groups. Look critically at their own and others work to recognise what is good and</p> | <p><b>Dance</b> - thematic approach - children suggest movements they can use linking more than one idea together to create a final dance. This could be as a group or whole class.</p> <p>Develop different ways of travelling, jumping and perform basic actions and dances clearly and fluently.</p>   | <p><b>Dance</b> - thematic approach - children suggest movements they can use linking more than one idea together to create a final dance. This could be as a group or whole class.</p> <p>Perform the actions of jumping with greater control and display clarity of body shape. Link movements/section</p> | <p><b>Dance</b> - thematic approach - children suggest movements they can use linking more than one idea together to create a final dance. This could be as a group or whole class.</p> <p>Demonstrate the ability to translate narrative ideas into movements. Change and vary the use of relationships and</p> | <p><b>Dance</b> - thematic approach - children suggest movements they can use linking more than one idea together to create a final dance. This could be as a group or whole class.</p> <p>Demonstrate the ability to translate ideas into movements and share ideas with partners, small</p> |

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|   |   | some understanding of mood and feelings in relation to the dance idea. Improvise to an idea and perform a whole dance which has a simple structure.   | what could be improved.<br>Be able to follow narrative and use a variety of actions; turning, jumping, gesture, shape, stillness and travelling.<br>Dance - thematic approach - children suggest movements they can use linking ideas together to create a final dance.   | Develop basic dance actions with greater control and fluency and perform with a sense of phrasing, rhythmically and musically.   | s together using appropriate transitional movement. Choose and use the appropriate dynamics. Use different formations to interpret ideas. Demonstrate descriptive language when talking about dance.  | perform with an awareness of both partner and group dances. Perform the sections showing clear changes in moods and dynamics and remember and perform the whole dance.   | groups and the whole class. Demonstrate ability to change and vary the use of relationships and add different actions. Use a range of compositional devices; motif development, repetition and group organisation. Perform with expression - understand and demonstrate the intention of the dance.                  |
| KS1<br><br>KS2<br>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | <b>Gymnastics - Travelling</b> - in different directions, on feet in different ways, high and low, with as much of the body touching the floor/apparatus.<br><b>Travelling using different body parts</b> - taking weight on hands, feet, sliding, one foot to two foot jumping, sideways rolling, correct weight transfer from jumping to rolling.<br><b>Stretching &amp; Curling</b> - curled up balances | <b>Gymnastics: Flight, bouncing, jumping and landing.</b><br>Hopping one foot to the same foot.<br>Skipping. Bouncing two feet to two feet, alternately one foot to two feet.<br>Jumping one foot to two feet and one foot to the other.<br><b>Travelling</b> in different directions whilst hopping, skipping, bouncing and jumping.<br>Jumping two feet to two feet showing | <b>Gymnastics: Parts High, Parts Low - Travelling</b> close to the ground in different ways and far away from the ground. Balancing with the body close to the ground or apparatus.<br>Balancing in high positions. Travelling low with different body parts taking the weight and underneath partners.<br><b>Pathways</b> - Experiencing and | <b>Gymnastics: Stretching and Curling</b> - different ways of travelling in curled-up or stretched-out shapes. Stretched out balances on different combinations of body parts.<br>Travelling stretched/curled/str etched/curled and in different directions.<br>Stretching and curling, thinking about levels - high, medium, low. | <b>Gymnastics: Balance</b> - exploration and identification of body parts capable of weight-bearing for balance. Body tension and extension = quality of shape. Right way up or upside down balances - shoulder stands. Balancing on different levels and moving into balances using different speeds. Join together several balances into a sequence | <b>Gymnastics: Bridges</b> - balance on different body parts to make bridges on different levels, make balances harder to maintain by making bases smaller. Make bridges to show different relationships to the floor and apparatus. Move into and out of bridges with control using a roll, a jump or a travelling movement. Travel in different directions | <b>Gymnastics: Matching and Mirroring</b> - Follow my leader formation. Plan and teach a sequence side-by-side matching the movements precisely. Matching symmetrical/asymmetrical. Compose a sequence linking four balances with travelling, jumping or turning movement.<br><br><b>Synchronisation and Canon</b> - |

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|  | <p>on different parts of the body, stretched out balances, stretched out high away from the ground, feeling the difference.</p> <p><b>Athletics: 2 running, 2 jumping, 2 throwing</b> - Move at different speeds with some control. Demonstrate basic jumps and show very simple combinations. Identify some different ways of travelling, jumping and throwing.</p> | <p>different shapes in the air.</p> <p><b>Points and Patches</b> - balancing on different combinations of small body parts. Partner work creating balances. Joining two balances together.</p> <p><b>Rocking and Rolling</b> - rock to stand, to turn over. Rolling actions - sideways curled and stretched. Rolling in different directions. Jump-land-roll-balance. Starting and finishing positions.</p> <p><b>Athletics: 2 running, 2 jumping, 2 throwing</b>- Demonstrate basic jumps and make up simple combinations with a partner. Move at different speeds and change direction with a pivot action. Demonstrate the overarm throw and show increasing accuracy into targets.</p> | <p>identifying different patterns or pathways on the floor, straight, zig-zag and curving. Identify different directions. Travel on different pathways and experiment with different movements.</p> <p><b>Sequences</b> - one movement can be linked smoothly and continuously with another. Change speed and levels, link movements using a combination of travel, roll, balance and jump.</p> <p><b>Athletics: 2 running, 2 jumping, 2 throwing</b> - Use various take-offs and landings to jump for height and distance. Run to create an even pace. Demonstrate the underarm throw for accuracy and distance. Use skills they have developed to meet different challenges.</p> | <p>Development of work with a partner. Sequence of three partner movements.</p> <p><b>Symmetry and Asymmetry</b> - Know what symmetry and asymmetry means and identify and demonstrate balances on different body parts. Travel, jump and roll or spin showing symmetrical and asymmetrical shapes emphasising legs together and apart, and working on different levels. Understand and show how to link smoothly, travelling, jumping, turning and balancing movements and begin to analyse the work of others.</p> <p><b>Athletics</b> - Developing techniques of: sprinting style, throwing for accuracy (fling-throw), sprinting and changing pace,</p> | <p>using sliding or rolling and jumping.</p> <p><b>Receiving Body Weight</b> - Revise and explore the different body parts which are capable of taking weight in a balance or when travelling. Transfer body weight using feet, hands and feet or larger body parts. Explore movements which make brief or prolonged contact with the floor. Travel, jump, turn and balance quickly and slowly on different levels and sowing different body shapes. Create sequences both as individuals and with a partner.</p> <p><b>Rolling</b> - Travel, rock and roll on different parts of the body. Roll and turn in different directions and show different body shapes. Link jumping and rolling and match different types of jumps with different types of rolls. Link rolling</p> | <p>showing bridge shapes. Build more complex sequences linking bridges and balances.</p> <p><b>Flight</b> - revise and practise the basic jumps, and explore the different shapes possible from different take-off positions. Travel with feet apart and feet together and develop flight from feet-hands-feet. Jump and roll showing contrasting shapes. Link three jumps consecutively to understand jumping for height and jumping for length. Springing knot and from apparatus.</p> <p><b>Turning and Spinning</b> - spin on one foot, two feet, hips and different body parts showing different body shapes and speeds. Turn around a long axis in the air, using different take offs. Turn around a long axis close to the</p> | <p>analyse synchronised movements. Explore directions and partner relationships by joining three sets of synchronised movements. Work in rhythm and analyse the movement in canon. Explore combination balances and moving in and out of balances using canon and synchronisation.</p> <p><b>Counter-Balance and Counter-Tension</b> - Explore pushing movements and develop counter-balance balances. Show matching mirroring and contrasting shapes, different levels and pulling with different body parts.</p> <p><b>Athletics</b> - Developing techniques of: drive and speed, throwing styles -</p> |
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|  |  |  |  | <p>jumping - take-offs and landings (combinations), relays and simple shuttle take-over and throwing for distance (pull-throw).<br/>Sprinting -use of arms and legs, jumping for distance, running and jumping comparisons and longer distances-endurance.</p> | <p>and balance in a bridge shape.<br/>Create a sequence where different rolls are linked by travelling, jumping or balancing movements.</p> <p><b>Athletics -</b><br/>Developing techniques of: drive and speed, throwing styles - push (shot) sling (discuss). jumping - long (long-jump), combination (triple jump), Pull throw (javelin), running over obstacles (hurdles) and running longer distances.<br/>Using a range of equipment and techniques when throwing.</p> | <p>ground and with weight on hands.<br/>Rotate around a side-to-side axis.<br/>Explore ways of rotating around a front and back axis and develop associated skills.</p> <p><b>Athletics -</b><br/>Developing techniques of: drive and speed, throwing styles - push (shot) sling (discuss). jumping - long (long-jump), combination (triple jump), Pull throw (javelin), running over obstacles (hurdles) and running longer distances.<br/>Using a range of equipment and techniques when throwing.</p> | <p>push (shot) sling (discuss). jumping - long (long-jump), combination (triple jump), Pull throw (javelin), running over obstacles (hurdles) and running longer distances.<br/>Using a range of equipment and techniques when throwing and developing rhythm, techniques and speed when running different distances.</p> |
| <p><b>Swimming and water safety</b><br/>swim competently, confidently and proficiently over a distance of at least 25 metres</p> |  |  |  |  | <p>Using woggles and floats to build confidence in the water.<br/>Front crawl - Both arms on floats moving to one arm on float then switching arms.<br/>Backstroke - with</p>  |  |   |

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| perform safe self-rescue in different water-based situations. |  |  |  |  | floats, just kicking. Then one arm/other arm with floats. Breaststroke - with floats then without floats. Water safety and self-rescue - throw in a float, shout help - child create star float in the water. Person jumping in lunges off the side. |  |  |
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