

Progression Map: PE

Invasion Games						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throwing and catching a ball						
<p>Roll equipment in different ways.</p> <p>Throw underarm.</p> <p>Throw an object at a target.</p> <p>Catch equipment using two hands</p>	<p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game.</p> <p>Practise accurate throwing and consistent catching.</p>	<p>Throw different types of equipment in different ways, for accuracy and distance.</p> <p>Throw, catch and bounce a ball with a partner.</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Use hand-eye coordination to control a ball. Vary types of throw used.</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering skills with control.</p> <p>Catch with increasing control and accuracy.</p> <p>Throw a ball in different ways (e.g. high, low, fast or slow).</p> <p>Develop a safe and effective overarm bowl.</p>	<p>Develop different ways of throwing and catching.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game</p>
Travelling with a ball						
<p>Move a ball in different ways, including bouncing and kicking.</p> <p>Use equipment to control a ball.</p>	<p>Travel with a ball in different ways.</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.</p>	<p>Bounce and kick a ball whilst moving.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Move with the ball using a range of techniques showing control and fluency.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways and begin to link together.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively</p>

Progression Map: PE

Passing a Ball						
Kick an object at a target.	Pass the ball to another player in a game. Use kicking skills in a game.	Know how to pass the ball in different ways.	Pass the ball in two different ways in a game situation with some success.	Pass the ball with increasing speed, accuracy and success in a game situation	Pass a ball with speed and accuracy using appropriate techniques in a game situation.	Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move.
Possession						
			Know how to keep and win back possession of the ball in a team game.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Keep and win back possession of the ball effectively in a team game.	Keep and win back possession of the ball effectively and in a variety of ways in a team game.
Using Space						
Move safely around the space and equipment.	Use different ways of travelling in different directions or pathways.	Use different ways of travelling at different speeds and following different pathways, directions or courses.	Find a useful space and get into it to support teammates	Make the best use of space to pass and receive the ball.	Demonstrate an increasing awareness of space	Demonstrate a good awareness of space
Travel in different ways, including sideways and backwards.	Run at different speeds. Begin to use space in a game.	Change speed and direction whilst running. Begin to choose and use the best space in a game.				
Attacking and Defending						
Play a range of chasing games	Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender.	Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully.	Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring.	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring

Progression Map: PE

Tactics and Rules						
Follow simple rules.	Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space.	Understand the importance of rules in games. Use at least one technique to attack or defend to play a game successfully.	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly.	Vary the tactics they use in a game. Adapt rules to alter games.	Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game.	Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game.
Striking and Fielding						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hit a ball with a bat or a racquet.	Use hitting skills in a game. Practise basic striking, sending and receiving.	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	Demonstrate successful hitting and striking skills. Develop a range of skills in striking and fielding where appropriate. Practise the correct batting technique and use it in a game. Strike the ball for distance.	Use a bat or stick to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in game. Use hand-eye coordination to strike a moving and stationary ball.	Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes.	Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game.

Progression Map: PE

Dance						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Move to music.</p> <p>Copy dance moves. Perform some dance moves.</p> <p>Move around the space safely. Dance imaginatively.</p>	<p>Change rhythm, speed, level and direction.</p> <p>Dance with control and co-ordination.</p> <p>Make a sequence by linking sections together.</p> <p>Link some movement to show a mood or feeling.</p> <p>Make up a short dance.</p>	<p>Improvise freely, translating ideas from a stimulus into movement.</p> <p>Share and create phrases with a partner and in small groups.</p> <p>Repeat, remember and perform these phrases in a dance. Can use dance to communicate an idea.</p> <p>Take the lead when working with a partner or group.</p>	<p>Work on my movements and refine them.</p> <p>Compose my own dances in a creative and imaginative way.</p> <p>My movements are controlled.</p> <p>Make sure my dance moves are clear and fluent.</p>	<p>Perform to an accompaniment, expressively and sensitively.</p> <p>My movements are controlled.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p>	<p>Develop imaginative dances in a specific style.</p> <p>Choose my own music, style and dance.</p>	<p>Move to music.</p> <p>Copy dance moves. Perform some dance moves.</p> <p>Move around the space safely. Dance imaginatively.</p>
Gymnastics						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Jump with two feet leaving the ground</p> <p>Balance on one foot</p> <p>Be able to balance on a piece of apparatus</p>	<p>Copy and explore basic movements with some control and coordination.</p> <p>Perform different body shapes</p> <p>Perform at different levels</p> <p>Balance with some control</p>	<p>Explore and create different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Apply compositional ideas independently and with others to create a sequence.</p> <p>Copy, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describe their own work using simple gym vocabulary.</p>	<p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Begin to use gym vocabulary to describe how to improve and refine performances.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p>

Progression Map: PE

	<p>Link 2-3 simple movements</p>		<p>Begin to notice similarities and differences between sequences.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc</p>	<p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combine equipment with movement to create sequences</p>	<p>composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p>	<p>Adapt sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p>
--	----------------------------------	--	--	---	---	--

Progression Map: PE

Athletics + Motor Skills						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Run in different ways for a variety of purposes.</p>	<p>Vary their pace and speed when running.</p> <p>Run with a basic technique over different distances.</p> <p>Show good posture and balance.</p> <p>Jog and sprint in a straight line.</p> <p>Change direction when jogging and sprinting.</p> <p>Maintain control as they change direction when jogging and sprinting.</p>	<p>Run at different paces, describing the different paces.</p> <p>Use a variety of different stride lengths.</p> <p>Travel at different speeds.</p> <p>Begin to select the most suitable pace and speed for distance.</p> <p>Vary the speed and direction in which they are travelling.</p> <p>Run with basic techniques following a curved line.</p> <p>Be able to maintain and control a run over different distances.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action.</p> <p>Begin to combine running with jumping over hurdles.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Develop a fluent changeover.</p> <p>Speed up and slow down smoothly.</p>	<p>Identify their reaction times when performing a sprint start.</p> <p>Accelerate from a variety of different starting positions.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of a run.</p>	<p>Build up speed quickly for a sprint finish.</p> <p>Use their preferred leg when running over hurdles.</p> <p>Accelerate to pass other competitors</p> <p>Work as a team to competitively perform a relay.</p>
<p>Locomotion: Walking</p> <p>Explore/develop walking</p> <p>Explore walking in different pathways</p> <p>Sustain walking</p> <p>Explore marching</p> <p>Apply walking into a game</p>	<p>Locomotion: Running</p> <p>Explore running</p> <p>Apply running into a game</p> <p>Explore running at different speeds</p> <p>Running for speed:</p> <p>Acceleration</p> <p>Explore running in a team</p> <p>Consolidate running, apply running into a competitive game</p>	<p>Locomotion: Dodging</p> <p>Explore dodging</p> <p>Develop dodging</p> <p>Apply dodging: Explore attacking and defending</p> <p>Apply dodging in teams</p>	<p>Athletics: Explore running for speed</p> <p>Explore acceleration</p> <p>Introduce /develop relay: Running for speed in a team</p> <p>Throwing: Accuracy vs distance</p> <p>Standing long jump</p>	<p>Athletics: Develop running at speed</p> <p>Exploring our stride pattern</p> <p>Exploring running at pace</p> <p>Understand and apply tactics when running for distance</p> <p>Javelin</p> <p>Standing triple jump</p>	<p>Athletics: Finishing a race</p> <p>Evaluating our performance</p> <p>Sprinting: My personal best</p> <p>Relay changeovers</p> <p>Shot Put</p> <p>Introducing the hurdles</p>	<p>Athletics: Running for speed competition</p> <p>Running for distance competition</p> <p>Throwing competition</p> <p>Jumping competition</p>

Progression Map: PE

Review Compete Perform Evaluate						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>
<p>Control their body, when performing a sequence of movements.</p> <p>Participate in simple games.</p>	<p>Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p>	<p>Perform learnt skills with increasing control. Compete against self and others.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with strong understanding of tactics and composition.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>
Evaluate						
<p>Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p>Watch and describe performances.</p> <p>Begin to say how they could improve</p>	<p>Watch and describe performances, and use what they see to improve their own performance.</p> <p>Talk about the differences between their work and that of others.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements</p>

Progression Map: PE

Health & Fitness						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe how the body feels when still and when exercising.	Describe how the body feels before and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool-down.	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise.	Understand the importance of warming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.

National Curriculum Aims		
Early Years Outcome	KS1	KS2
<p>The main Early Years Outcomes covered in the Games units are:</p> <ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&H 40-60) Children show good control and co-ordination in large and small movements. (PD – M&H ELG) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60) Experiments with different ways of moving. (PD M&H 40-60) They move confidently in a range of ways, safely negotiating space. (PD M&H ELG) 	<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. Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns. 	<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 with each other. 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. Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination; 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; develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]; compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Progression Map: PE