



Progression Map

Physical Education

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> • Roll, hit, run, jump, catch and kick with some control • Throw, send and receive a ball in different of ways 	<ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, throwing, catching and kicking skills in combination • Use basic tactics for attacking and defending 	<ul style="list-style-type: none"> • Choose, use and vary simple tactics for attacking and defending (e.g. positioning) • Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing, catching 	<ul style="list-style-type: none"> • Strike, throw and catch with control and clear sense of direction • Follow the formal rules of the game and demonstrate they can play fairly • Keep possession of a ball (with e.g. hockey stick, hands, feet) • Show awareness and accuracy in passing. 	<ul style="list-style-type: none"> • Carefully select and use a variety of techniques to pass • Develop consistency in their skills of running, throwing, catching, passing, jumping and kicking through practise and repetition of the skills • Develop the skills of forehand or backhand when playing racket games, showing control when hitting • Hit a bowled or volleyed ball with accuracy in return 	<ul style="list-style-type: none"> • Choose and combine skills in game situations (running, throwing, catching, passing, jumping and kicking) • Work alone and with a team to outwit an opponent / opposing team • Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play • Act as a good role model within a team, taking a lead role when required
Dance	<ul style="list-style-type: none"> • Copy and explore basic body actions and movement patterns • Select movements to create their own dance phrases with beginnings, middles and ends 	<ul style="list-style-type: none"> • Copy, repeat and remember moves and shapes • Movement shows control and coordination • Perform a dance phrase with 2 or more joined movements / shapes 	<ul style="list-style-type: none"> • Experiment with actions, dynamics, directions and levels • Remember and repeat dance phrases 	<ul style="list-style-type: none"> • Vary speed and levels within a dance sequence • Link movements into dance sequences 	<ul style="list-style-type: none"> • Learn different dance styles, explaining the patterns and forms of the dance • Actions are controlled and express emotions 	<ul style="list-style-type: none"> • Choreograph creative and imaginative dance sequences, independently and in a group • Choreograph and perform more complex sequences • Demonstrate a consistent theme throughout a dance

Gymnastics	<ul style="list-style-type: none"> • Perform the basic actions of travelling, rolling, jumping and climbing • Change speed and direction when travelling • Show awareness of body parts, points and position when making still shapes 	<ul style="list-style-type: none"> • Move and jump with some control and awareness of space • Create a sequence using 2 or more linked actions • Show contrasts on use of body and shape (such as small, tall, straight, curved) • Balance on different points of the body, holding a still position 	<ul style="list-style-type: none"> • Demonstrate control and coordination when performing a range of actions with transitions • Devise, repeat and perform a short sequence that shows changes in speed, level and direction • Create a sequence using apparatus 	<ul style="list-style-type: none"> • Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling • Show changes of direction, speed and level during a gymnastic sequence • Create successful and stable balances and shapes • Decide on strategies, skills and equipment needed to complete a challenge based on previous experience 	<ul style="list-style-type: none"> • Perform a range of gymnastic actions with consistency, fluency and clarity of movement • Show body tension and extension and good weight transference when performing • Combine dynamics when making sequences using changes of speed, level and direction 	<ul style="list-style-type: none"> • Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements • Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances • Rehearse, refine and perfect gymnastic skills
Outdoor Adventurous Activity			<ul style="list-style-type: none"> • Use basic maps and diagrams to orientate themselves and to move from one place to another 	<ul style="list-style-type: none"> • Decide on strategies, skills and equipment needed to complete a challenge based on previous experience 	<ul style="list-style-type: none"> • Use maps and compasses to orientate themselves • Adjusts plans and actions depending on changing situations • Able to work in a group to plan actions to solve a problem 	<ul style="list-style-type: none"> • Read a variety of maps and plans of the environment, recognising symbols and features • Value the importance of planning and thinking as they work through their challenge • Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills

Athletics			<ul style="list-style-type: none"> • Run at a speed appropriate to the distance • Jump from a standing position • Able to throw a ball using an under and over arm technique 	<ul style="list-style-type: none"> • Sprint over a short distance • Pace running over longer distances • Develop technique to be able to throw further • Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate 	<ul style="list-style-type: none"> • Choose the best pace for running over a variety of distances • Use a range of throws accurately to hit a target over a range of distances • Combine running and jumping in athletic activities (long jump) 	<ul style="list-style-type: none"> • When running over a range of distances, show stamina, speed and control • Throw accurately, perfecting techniques by analysing the movement and body shape • Demonstrate control, balance and power in take-off and landing when jumping • Compete with others, recording results, setting targets and endeavouring to improve performance.
Evaluating Performance	<ul style="list-style-type: none"> • Describe what they and others have done, using appropriate vocabulary with support 	<ul style="list-style-type: none"> • Improve their own work through watching and commenting on others work 	<ul style="list-style-type: none"> • Describe the similarities and differences, and evaluate the effectiveness and quality of a performance 	<ul style="list-style-type: none"> • Describe their own and others' work, making simple judgements about the quality of performances • Suggest ways to improve their performance 	<ul style="list-style-type: none"> • Compare and contrast the skills and ideas shown in own and others' work • Develop own basic criteria to evaluate own and others' work based on previous learning 	<ul style="list-style-type: none"> • Analyse and appraise skills and techniques used by others and apply in own work • Practice, modify and perfect skills and techniques to improve performance

Health and Fitness			<ul style="list-style-type: none"> • Explain how their body feels during a range of physical activities, making reference to different parts of the body 	<ul style="list-style-type: none"> • Recognise changes in heart rate, temperature and breathing rate 	<ul style="list-style-type: none"> • Explain and demonstrate why and how people warm up for exercise • Explain how physical exercise is important for good health 	<ul style="list-style-type: none"> • Understand and explain the short and long term effects of exercise • Lead warm up and cool down activities in ways that enhance the forthcoming activity • Explain why regular exercise is important to general health and well-being
Swimming			<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25m • Use a range of strokes effectively (front crawl, backstroke, breaststroke) • Perform safe self-rescue in different water-based situations 			