



Progression Map

Physical Education

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<ul style="list-style-type: none"> • Drop and catch with two hands • Move a ball with feet • Throw and roll a variety of beanbags and larger balls to space • Stop a beanbag or large ball sent to them using hands • Attempt to stop a large ball sent to them using feet • Hit a ball with hands • Run and stop when instructed • Move around showing limited awareness of others • Make simple decisions in response to a situation 	<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

- Copy basic body actions and rhythms
- Choose and use travelling action, shapes and balances
- Travel in different pathways using the space around them
- Begin to use dynamics and expression with guidance
- Begin to count to music

- Can copy, remember and repeat actions
- Show some sense of dynamic and expressive qualities within dance
- Can move confidently and safely
- Choose appropriate movements for different dance ideas
- Recognise physical changes when exercising
- Can work with others to share ideas and select actions
- Comment positively on others performances
- Begin to use counts

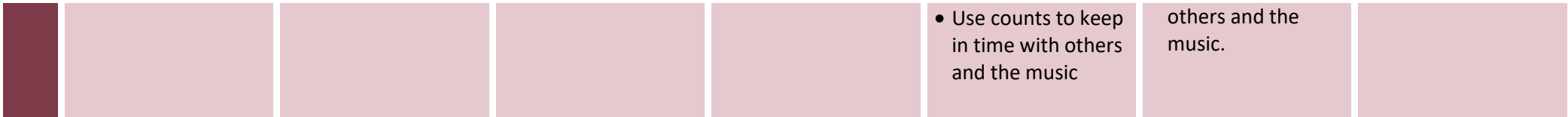
- Can show a character and idea through the actions and dynamics chosen
- Can copy, remember and repeat a series of actions
- Have confidence to perform
- Describe how body feels during exercise
- Provide feedback using key words
- Work with a partner using mirroring and unison in actions
- Use counts to stay in time with music

- Use dynamic and expressive qualities in relation to an idea
- Create short dance phrases that communicate the idea
- Respectful of others when observing others performances.
- Can repeat, remember and perform a dance phrase
- Understand the benefits of exercise
- Provide feedback using key words
- Work successfully with a partner and in a small group, sharing ideas.
- Use counts to keep in time with a partner and group.

- Can use changes in timing and spacing to develop a dance
- Select actions and dynamics to convey a character or idea
- Respond imaginatively to a range of stimuli relating to character and narrative
- Can copy and remember set choreography
- Show respect for others when working as a group and observing performances
- Describe what happens to our bodies when exercising and how it helps makes us healthy
- Provide feedback using appropriate language
- Use simple movements patterns to structure dance phrases individually, with a partner or a group.

- Can refine actions, dynamics, relationships and space within dance routine in response to a stimulus
- Can choreograph phases individually and with others considering actions and dynamics.
- Can accurately copy and repeat set choreography
- Perform different styles of dance, clearly and fluently showing a good sense of timing
- Identify how different activities can benefit individual health
- Suggest ways to improve both individual and others work using key terminology
- Can use feedback to improve individual work
- Can lead a group through a short warm up routine
- Use counts when choreographing to stay in time with

- Can refine actions, dynamics and relationships to represent ideas, emotions, feelings and characters
- Can choreograph a dance and work safely using a prop
- Perform dances confidently and fluently with accuracy and good timing
- Understand different areas of fitness and how this helps in different activities
- Use appropriate language to evaluate and refine both individual and others work
- Can work creatively and imaginatively both individually, with a partner and in a group to choreograph and structure dances
- Can use counts when choreographing to improve the quality of work,



- Show contrast with my body including wide/narrow, straight/curved
- Explore shapes in stillness using different parts of my body
- Explore rocking and rolling
- Explore jumping safely

- Can link simple actions together to create a sequence
- Can remember and repeat actions and shapes
- Confident to perform in front of others
- Recognise bodily changes when exercising
- Make positive about others performances
- Use apparatus safely and can wait to use apparatus
- Make body tense, relaxed, stretched and curled

- Can plan repeat simple sequences of actions
- Perform the basic gymnastic actions with some control and balance
- Proud and confident to perform in front of others
- Describe how own body feels during exercise
- Begin to provide feedback using key words
- Work safely with others and apparatus
- Use shapes when performing skills
- Use directions and levels to make work look interesting

- Choose actions that flow well into one another
- Adapt sequences to suit different types of apparatus
- Use a greater number of individual ideas for movements in response to a task
- Can choose and plan sequences of contrasting actions
- Complete actions with increasing balance and control
- Understand the benefits of exercise
- Provide feedback key words
- With assistance, can identify how performances can be improved
- Move in unison with a partner

- Can plan and perform sequences with a partner that include a change of level and shape
- Understand how body tension can improve the control and quality of movements
- Explain the effects of exercise and how it makes the body healthy
- Identify some muscle groups used in gymnastics
- Can watch, describe and suggest possible improvements to individual and others performances
- Provide feedback using appropriate language relating to the lesson
- Safely perform balances individually and with a partner

- Use strength and flexibility to improve the quality of a performance
- Can create and perform sequences using apparatus individually and with a partner
- Use canon and synchronisation, and mirroring and matching when performing with a partner and a group and say how it affects the performance
- Use set criteria to make simple judgements about performances and suggest ways to improve
- Use feedback to improve own performance
- Work safely when learning a new skill to keep everyone safe
- Lead a partner through a short warm up

- Can combine and perform gymnastic actions, shapes and balances with control and fluency
- Can create and perform sequences using compositional devices to improve the quality
- Can work collaboratively with others to create a sequence.
- Understand what counter balance and counter tension is and can show examples with a partner
- Understand that there are different areas of fitness and how it helps in different activities
- Can use appropriate language to evaluate and refine both individual others work
- Use feedback to improve the quality of own work
- Understand how to work safely when learning a new skill

							<ul style="list-style-type: none"> • Can lead a small group through a short warm up routine
Outdoor Adventurous Activity				<ul style="list-style-type: none"> • Can accurately follow and give instructions • Can listen to and communicate own ideas • Can plan and apply (to varying success) strategies to solve problems • Show collaborative and effective work with a partner and small group • Developing map skills and identify key symbols on a map and use a key to help navigate 		<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

- explore running and stopping safely
- explore jumping and hopping safely.
- explore throwing to a target

- Run at different speeds
- Beginning to link running and jumping movements.
- Throw towards a target
- Beginning to show balance and co-ordination when changing direction.
- Work with others and make safe choices
- Recognise basic choices in my body when exercising.
- Can show the difference between a hop, leap and jump.

- Link running and jumping movements with some control and balance
- Show balance and co-ordination when running at different speeds and in different directions
- Jump and land with control.
- Use an overarm throw to help throw for distance.
- Work with others, taking turns and sharing ideas.
- Identify good technique.
- Can describe how their body feels during exercise

- Can use key points to improve sprinting technique
- Can take part in a relay activity
- Developing jumping for distance and height.
- Can use different take off and landings when jumping.
- Can throw a variety of objects, changing action for accuracy and distance.
- Can work with a partner and in small groups, sharing ideas.
- Identify when successful.
- Know why it is important to warm up

- Demonstrate the difference between jogging and sprinting techniques
- Can jump for distance and height with balance and control
- Can throw with some accuracy and power towards a target area
- Support and encourage others to work
- Can identify when successful in a task and what needs to be improved
- Explain what happens to body when warming up
- Show determination to improve personal best.

- Choose the best pace for running over a variety of distances
- Use feedback to improve sprinting technique
- Perform a range of jumps showing some technique
- Show control at take-off and landing in jumping activities
- Show accuracy and power when throwing for distance
- Take on the role of coach, official and timer when working as a group.
- Identify good athletic performance and explain why it is good
- Understand how stamina and power help performances in different athletic activities

- Can select and apply the best pace for a running event
- Perform jumps for height and distance using good technique
- Show accuracy and good technique when throwing for distance
- Help others to improve their technique using key teaching points
- Can identify both self and others strengths and areas for development and can suggest ways improve
- Recognise there are different areas of fitness for different athletic activities.
- Use different strategies to persevere to achieve personal best.
- Can compete within the rules showing fair play and honesty

Evaluating Performance

- Begin to identify personal successes
 - Choose own movements in response to simple tasks
 - Begin to provide simple feedback saying what they liked or thought was good about someone else's performance
- Describe what they and others have done, using appropriate vocabulary with support
- Improve their own work through watching and commenting on others work
- Describe the similarities and differences, and evaluate the effectiveness and quality of a performance
- Describe their own and others' work, making simple judgements about the quality of performances
 - Suggest ways to improve their performance
- 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
- Analyse and appraise skills and techniques used by others and apply in own work
 - Practice, modify and perfect skills and techniques to improve performance

- Can describe how their body feels during exercise
- Can demonstrate hopping and jumping movements with some balance and control
- Shows perseverance with new challenges and when working over a longer period of time
- Understands how running at a slower speed will allow participation to last longer

- Is able to collect and record personal fitness data and recognises individual strengths
- Can complete exercises with control
- Shows perseverance when finding a challenge hard
- Provides feedback using key words
- Can use key points to help improve technique
- Demonstrates balance when changing direction
- Understands the benefits of exercise
- Works safely with others

- Can collect and record personal fitness data and identify areas to improve
- Is able to explain what happens physically to their body and how it helps to improve health
- Shows balance when changing direction at speed
- Shows control when completing activities to improve balance
- Shows determination to continue over a period of time
- Recognise there are different areas of fitness and that different areas challenge the body differently

- Understand the different components of fitness and how to test them and develop them
- Can choose the best pace for a running event and maintain speed
- Recognise how different activities can benefit physical health
- Analyse own fitness data to identify areas of improvement
- Encourage and motivate others to work to their physical best
- Can work with others to organise, manage and record information
- Works to a maximum consistently when presented with challenges.

- Can explain a pool rule involving safety
- Can float on both front and back
- Can move and submerge confidently in the water
- Demonstrates and understands what to do if they fall into water
- Is able to glide on both front and back
- Demonstrates rolling on front and back and can regain a standing position
- Is able to perform safe self-rescue in different water based situations
- Is able to use a range of strokes effectively (front crawl, backstroke and breaststroke)
- Can swim competently, confidently and proficiently over a distance of 25m